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ABSTRACT

This second updated search of the ERIC system, "Dissertation Abstracts," and the journal literature yielded 101 documents which are abstracted here. These documents review different ways in which students can be utilized as volunteers in school and in the community. (CJ)

ED105365

searchlight

Relevant Resources in High Interest Areas

10U-2 UPDATE SEARCH

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Compiled by Richard Galant
and Nancy J. Moncrieff

December 1974

This search reviews different ways in which students can be employed as volunteers in the school and community.
(101 document abstracts retrieved)

$1.50

CG 400 117

Students as Resources

Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from March 1973 through September 1974.

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Journal Articles

Journal articles are available from the original journal in library or personal collections. Refer to the entry for volume and page designations.

ERIC Documents

ED 074 473 CS 000 449

Bremmer, Barbara I.

Students Helping Students Program, 1971-72. Final Report.

Seattle Public Schools, Wash. Planning and Evaluation Dept.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Pub Date Aug 72

Note—46p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cross Age Teaching, *Elementary School Students, Grade 7, Grade 8, Language Instruction, Mathematics Instruction, Parent Participation, *Peer Teaching, *Reading Instruction, Student Attitudes, *Tutorial Programs, *Tutoring

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

The purposes of this study were to determine what context clues are used by sixth grade children as they read narrative and expository materials and to determine if narrative writing offers different clues than expository writing. A further purpose of this study was to develop a classification schema or schemata of context clues for both styles of writing. The subjects for this study were 48 sixth grade students, who scored between 5.0 and 7.0 as measured on the California Test of Basic Skills. A basal reader and a trade book provided the narrative cloze passage; the expository cloze passages were from a science book and a social studies book. Four sample tests of five deletions each and four twenty-deletion cloze tests were developed from the selected passages. A deletion rate of every eleventh word was used for both the sample tests and the longer cloze test. The data indicated that narrative and expository writing have many contextual clues in common. Twenty-four clues were reported as being used by the subjects of this study. Fifteen of the twenty four reported clues were reported for both the narrative and expository writing and included: (1) noun marker's syntactical position, (2) the recognition of synonyms, (3) the recognition of pronouns, and (4) the syntactical position of the infinitive marker. (Author/WR)

ED 075 241 24 SE 016 070

Self-Paced Physics, Segments 15-17.

Naval Academy, Annapolis, Md.; New York Inst. of Tech., Old Westbury

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research

Bureau No—BR-8-0446

Pub Date 70

Contract—N00600-68-C-0749

Note—66p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Science, *Instructional Materials, Mechanics (Physics), *Physics, *Problem Sets, Problem Solving, *Review (Reexamination), Science Education, *Self Help Programs, Study Guides

Identifiers—Self Paced Instruction

Three review segments of the Self-Paced Physics Course materials are provided in this volume which is arranged to match study segments 1 through 14. Each of the three segments is composed of a set of problems and solutions, and accompanied by its own individual study guide. The problem set is designed as a back-referencing system, and the scrambling method is used in solution presentation. Directions for reaching solutions are revealed through the use of latent image study guides. The purpose of review problem sets is to help students in isolating and organizing essential physics concepts which are common to problem situations. Also included is a sheet of problem numbers with corresponding page numbers which locate correct answers. (Related documents are SE 016 065 - SE 016 088 and ED 062 123 - ED 062 125.) (CC)

ED 075 746 CG 007 987

High School Student Volunteers.

AC; ON, Washington, D.C.

Pub Date [72]

Note—67p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock numbers 5600-0005, $.60)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Involvement, Community Problems, Community Programs, Educational Programs, *Field Experience Programs, High School Students, Instructor Coordinators, Program Coordination, Relevance (Education), *School Community Cooperation, *School Community Programs, Student Projects, *Student Volunteers, Volunteer Training

This report endorses the concept of student volunteer programs and suggests that the high school and community organize their authority and resources to establish such programs. If both community needs and interested students exist, then the high school can coordinate individual projects into a coherent program to eliminate duplicated efforts, to minimize the consequence of student inexperience, and to lend force and direction to the program. The high school can relate the volunteer project to classroom learning by a variety of approaches. The report briefly discusses program organization, recruitment, orientation and training, supervision, and evaluation. It also provides project ideas and sample records and forms. (Author/LAA)

ED 078 796 HE 004 423

Greenleaf, Elizabeth A., Ed. And Others

Undergraduate Students as Members of the Residence Hall Staff.

National Association of Women Deans and Counselors, Washington, D.C.

Pub Date 67

Note—53p.

Available from—National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. ($1.50)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Bibliographies, *College Housing, *College Students, Dormitories, *Higher Education, *Resident Assistants, Resident Students, *Staff Utilization

There are many ways to staff residence halls. This document considers the objectives of residence hall programs, the responsibilities to which undergraduate students as staff members can be assigned, and the procedures for selecting, supervising, and preparing students for their responsibilities. Samples of forms, job descriptions, other pertinent materials and an extensive bibliography are provided. (MJM)

ED 078 861 LI 004 396

West, Jeff

Assisting in the Library; An Individualized Volunteer Education Module.

Dade County Public Schools, Miami, Fla. Dept. of Staff Development

Spons Agency—Florida State Dept. of Education, Tallahassee.; Office of Education (DHEW), Washington, D.C.

Pub Date Jun 71

Note—107p.(76 References)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Audiovisual Aids, Instructional Media, Library Instruction, Library Skills, *Programed Instruction, *School Libraries, Story Reading, Story Telling, *Student Volunteers

As an instructional module, this training booklet provides the vehicle to assist the school volunteer to master library skills and effective story telling techniques and to become proficient in the operation and use of materials and equipment in the media center. This booklet specifically focuses on learning through the use of audio-visual materials. The participant learns about the library through the use of media that are located in libraries and material centers along with the books and printed matter which are easily obtained. The purpose of this booklet is to aid the school volunteer to become an effective assistant to the librarian, teacher and student. More meaningful and creative student and teacher use of library resource material may be established with the assistance and support of a school volunteer library assistant. The training booklet is sub-divided into three mini-modules containing eight activities to develop skills which are useful in assisting in the library. The first module develops skills in using the card catalog and the Dewey Decimal System. Mini-module two instructs the student on how to differentiate materials, identify and operate audio-visual equipment, and design displays for bulletin boards. Module three develops story telling skills. (Author/SJ)

ED 078 906 PS 006 518

Cohen, Stewart; Przybycien, Collette A.

Modifications in Children's Cognitive Styles: Some Effects of Peer Modeling.

Pub Date 29 Mar 73

Note—21p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29, 1973)

Journal Cit—Journal of Genetic Psychology (in press)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior Change, *Cognitive Objectives, Control Groups, *Developmental Psychology, Experimental Groups, Grade 4, Grade 6, *Peer Teaching, Research Methodology, Speeches, *Stimulus Behavior

Identifiers—*Impulsivity, Modeling

An extension of previous attempts at modifying children's cognitive styles is discussed. Specifically, the present study employed sociometric peer models in order to ascertain whether: (1) impulsivity is modifiable through observation of salient models, and (2) sociometrically selected peer models are more effective than unselected models in the reduction of errors associated with increased response times. The 19-item Sutton-Smith and Rosenberg Impulsivity Scale 3 was administered to 98 fourth and sixth grade children (50 in the fourth grade and 48 in the sixth). Fifty children (28 males and 22 females) scored at or above the median of 10 on the IMP3 Scale; 25 of the children were assigned to the experimental condition and 25 to the control condition. The experimental design of the study was implemented in three stages: (1) pretest evaluation of cognitive style, using the Matching Familiar Figures test; (2) training in which the children in the experimental group were individually exposed to a trained reflective model, who was named by the experimental child, and who were not classified as impulsives, the children in the control group were not exposed to models, and (3) children in both groups were individually pretested

on nine items of the Matching Familiar Figures test. The study data were subjected to statical analysis. Results indicated that impulsive children showed a change in response style after viewing a reflective model. Generally, males in the experimental condition showed a greater increase in mean response time than did females, as well as a stronger decrease in mean number of errors. (DB)

ED 079 653 CG 008 127

Hoppenbrouwers, Toke And Others

[Peer Counseling.]

Pub Date Sep 70

Note—17p.; Paper presented at the American Psychiatric Association, 25-28 September 1972, Honolulu, Hawaii

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cocounseling, *Counselor Training, *Crisis Therapy, Evaluation, Interaction Process Analysis, Models, *Peer Counseling, Program Planning, *Team Training, Training Techniques, *Volunteers

Identifiers—Group Assessment of Interpersonal Traits

Six graduate students responsible for the creation of a peer counseling walk-in clinic discuss the training techniques used for peer counselors at UCLA. A psychology course featuring didactic and informational lectures, small laboratory sessions, and personal growth groups was instrumental in generating three basic attributes in the peer counselors: warmth, empathy, and genuineness. Training labs sensitized students to six interpersonal response modes: questions, advisement, silence, interpretation, self disclosure, and reflection of feelings. The presentation includes: (1) a discussion of the model used to train peer counselors; (2) an assessment of the program and of the change in students' counseling skills; (3) a summary of the program and of future plans; and (4) a suggestion that task teams constitute an alternative in graduate education on both a departmental and interdepartmental level. (Author/LAA)

ED 080 910 CG 008 041

Dunlap, Virginia F.

The Development and Analysis of a Peer Counseling Program at Patrick Henry High School.

Pub Date Jul 73

Note—188p.; Ph.D. Dissertation, Walden University

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Counselor Client Ratio, *Counselor Role, Guidance Services, High School Students, *Peer Counseling, Personal Growth, Program Descriptions, Secondary School Counselors, *Student Participation, *Student School Relationship, *Student Volunteers

A peer counseling program was instituted in a California high school to: (1) expand the guidance services of the school by utilizing trained students; (2) make school more meaningful for the peer counselors through personal growth and involvement; and (3) determine the feasibility of implementing peer counseling projects in other high schools in the district. Five professional counselors and speakers in related fields assisted in the teaching and training of a peer counseling class of 48 students. The course was offered first semester, followed in the second semester by the Field Training Phase of the program. Evaluation methods included: (1) subjective measurement; (2) consultation; (3) feedback; (4) participant-observation; (5) written instruments; and (6) staff observations. Data indicated that more students were reached and helped with peer counselors, and more assistance was provided than would otherwise have been possible. The majority of the peer counselors found that school became more meaningful and that they experienced personal growth in attitudes toward themselves and others. The peer counseling approach allows counselors to become guidance leaders for staff and students, and allows students to become co-partners in their own development. The program may serve as a model for other high schools. (Author/NMF)

ED 080 916 CG 008 105

Varenhorst, Barbara B.

Peer Counseling: Trained Teenagers Reaching Peers in Human Relations.

Pub Date Feb 73

Note—6p.; Paper presented at the American Personnel and Guidance Association Meeting, 11 February 1973, San Diego, California

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adolescents, *Communication Skills, Counseling, Counselor Role, Ethical Instruction, *Human Relations, *Peer Counseling, Peer Relationship, Practicums, *Program Descriptions, Secondary School Students, Trainers

Identifiers—Palo Alto, Peer Counseling Program

The Palo Alto Peer Counseling program, now finishing its third year of operation, is described. The first year was a pilot year in which the idea was tested and the beginning draft of a curriculum developed. The second year was a developmental year, in which the practicum groups were started as students who had taken the 12-week training the previous spring started their assignments. In this year the first course was offered for adults wishing to become supervisor-trainers. The third year, now ending, was the experimental year when the program is being systematically evaluated. The overall program is discussed with the philosophical foundation included and the future goals for development outlined. (Author)

ED 082 093 CG 008 225

Golin, Norman Safferstone, Mark

Peer Group Counseling: A Manual for Trainers: 6427.05.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—83p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Communication Skills, *Counselor Training, Decision Making Skills, Group Guidance, Learning Activities, Manuals, *Peer Counseling, *Pupil Personnel Workers, *Self Concept, Social Values, Training

Identifiers—*Quinmester Program

Developed for use in the Dade County, Florida, school system, this training manual presents an overview of curriculum materials, course design and methodology by which a unit in peer counseling can be conducted. It is designed to aid students in developing facilitative behavior and counseling skills. Goals of this training program for peer counseling include: (1) increasing students' awareness of themselves and others; (2) developing facilitative communication skills; (3) developing problem solving and decision-making skills; (4) clarifying students' value systems; and (5) developing small group guidance skills and techniques. The 15-session program is designed so that learning takes place primarily through the affective experiences of group interaction. It is intended that a student trained in peer counseling during one quinmester will have the opportunity to engage in peer counseling the following quinmester. (Author/NMF)

ED 085 338 SP 007 505

Chambers, Jewell C., Ed.

ABC's: A Handbook for Educational Volunteers.

Washington Technical Inst., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 72

Note—53p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Programs, Paraprofessional School Personnel, Program Administration, Program Costs, Program Development, *Program Planning, *Student Volunteers, *Volunteers, *Volunteer Training

This handbook presents information on the organization and execution of volunteer programs. Some general questions are answered concerning the aims of a volunteer program, the cost of these programs, and the types of services educational volunteers perform. The organization and administration of these programs are discussed in relation to specific needs. The processes of interviewing, selecting, orienting, training, and assigning volunteers are explained with various techniques and schedules. The importance of orienting and training professional personnel involved in volunteer programs is cited. The uses of high school students as volunteers are explored, with emphasis on training through workshops. The maintenance of morale among volunteers is emphasized since the success of any volunteer program rests upon this. The procedures for evaluating the program are detailed with evaluation forms for the volunteers, teachers or staff members, principals or administrators, and volunteer coordinators. The bibliography presents books on volunteer educational programs. (BRB)

ED 085 846 EA 005 728

Hedges, Henry G.

Extending Volunteer Programs in Schools.

Ontario Inst. for Studies in Education, St. Catharines, Niagara Centre.

Spons Agency—Ontario Dept. of Education, Toronto.

Pub Date Jul 73

Note—190p.; Related documents are EA 005 729, EA 005 730, and EA 005 731

Available from—Niagara Centre, The Ontario Institute for Studies in Education, 187 Geneva Street, St. Catharines, Ontario L2R 4P4 (Canada) ($1.75)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Academic Achievement, *Differentiated Staffing, *Elementary School Students, Individualized Reading, Models, *Program Evaluation, *Secondary School Students, *Student Volunteers, Test Results, Volunteers

Identifiers—Canada, Volunteer Parental Involvement

Documented here is a project involving three extensions or adaptations for using volunteers in schools. The first adaptation involves a plan for meeting certain major needs of a secondary school with volunteer help. This plan includes components designed to reorganize the secondary school curriculum to allow some of the students to study aspects of early childhood education and apply these studies through service in nearby elementary schools. The second adaptation studies the role of volunteer activities in a school wherein a modified differentiated staffing plan is already in effect. The outcome of this study is a description of the roles or functions performed by the various levels of staffing, including volunteers. The third adaptation deals with a plan for increasing the amount of volunteer help in an individualized reading program that led to a plan for vertical integration of classes. The report contains one section with chapters that deal separately in considerable detail with the three programs, present evaluation data, and offer suggestions for further implementation and adaptation. An appendix provides a general bibliography, the operational model, and other materials currently being disseminated to schools desiring to establish volunteer programs. (Page 106 may reproduce poorly.) (Author/MLF)

ED 086 640 SO 006 878

Wenk, Ernst A.

Peer Conducted Research: A Novel Approach in Drug Education.

Pub Date Oct 73

Note—48p.; Paper presented to the International Congress on Drug Education (1st, Montreux Vd., Switzerland, October 14-18 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Drug Abuse, *Drug Education, Educational Innovation, High School Students, Models, *Peer Relationship, Problem Solving, Relevance (Education), *Research Methodology, Scientific Methodology, Secondary Education, *Social Problems, Student Interests, *Student Participation, Student Role

Identifiers—Partnership in Research

A high school in the New England area was the setting for experimenting with a potential model for effective prevention and intervention in drug abuse and other areas of social concern. The method used is called Partnership in Research. It breaks with the traditional research model by involving the subjects as partners and participant researchers in an attempt at self study. The students studied drug use at their school, utilizing research methods to objectively appraise the problems which drugs pose to them and their

peers. This paper discusses the role of science in the struggle for social survival, noting that traditional scientific models are inadequate for social science research, that much research is irrelevant and lacks utility, is narrow and simplistic in focus, and has little practical effect on social problem solving. The student's efforts as described demonstrate that high school students can develop and apply highly relevant questions and issues regarding their own interests and development. Findings from the student's study are listed and possibilities for further use of this model are examined. An appendix contains a drug group questionnaire. (Author/KSM)

Journal Articles

EJ 067 628 090 CG 505 157
The Comparative Effectiveness of Student-to-Student and Faculty Advising Programs Murry, John P., *Journal of College Student Personnel*, v13 n6, pp562-566, Nov 72
*Student Volunteers, *Faculty Advisors, *College Students, *Educational Counseling, *Counseling Effectiveness, Peer Relationship
Study results suggest that the level of competence needed for the advising function is not beyond the capacity of most upper-division students. Given the minimal training and supervision provided to this nearly unselected group of mentors, advising outcomes appear to be at least equal and frequently superior to those for faculty advisors. (Author)

EJ 068 766 380 CG 505 156
Student Volunteers as Helpers in Residence Halls Holbrook, Raymond L., *Journal of College Student Personnel*, v13 n6, pp559-561, Nov 72
*Student Volunteers, *Nonprofessional Personnel, *Dormitories, *Personality, *Counseling Effectiveness, Individual Characteristics, Sex Differences, College Students
When low, medium, and high-effective groups were compared, the most reliable discrimination came from comparing the middle group to each of the other two. It was further found that different personality factors seem to contribute to male and female effectiveness as volunteers. (Author/CJ)

EJ 069 265 080 AA 514 384
Peer Influence for Changing Dysfunctional Classroom Behavior Schultz, Edward W., Lambert, Carol A., *Illinois School Research*, v9 n1, pp15-7, F 72
*Peer Acceptance, *Peer Relationship, *Behavior Problems, *Nonverbal Learning, *Behavior Change, Behavioral Objectives, Instructional Improvement, Tables (Data)
Behavior of one six year old is altered through the non-verbal cueing of another. (Author)

EJ 069 648 150 SE 507 775
Student Volunteers in the National Parks and Forests Martin, Emilie, *National Parks and Conservation Magazine*, v47 n2, pp24-27, Feb 73
*Field Experience Programs, *Natural Resources, *Student Volunteers, *Youth Programs, Conservation Education, Environment, Youth Employment
Reviewed is the Student Conservation Association's program for involving young people in field experiences to assist public conservation agencies. Both high school and college age opportunities are highlighted. (BL)

EJ 070 999 090 CG 505 413
Paraprofessionals in Counseling Centers Steenland, Roger, *Personnel and Guidance Journal*, v51 n6, pp417-418, Feb 73
*Counseling Services, *Counseling Effectiveness, *Student Personnel Services, *Student Volunteers, *Nonprofessional Personnel, Counseling Centers
This report on the use of paraprofessionals in the counseling center suggests that the undergraduate paraprofessional may be the most effective agent for the delivery of certain student services. (JC)

EJ 075 157 380 CG 505 634
An Apprenticeship Program for Resident Assistants Carrenti, Richard J., Tuttle, Cynthia E., *NASPA Journal*, v10 n2, pp132-137, Oct 72
*Apprenticeships, *College Students, *Resident Assistants, *Student Personnel Work, *Dormitories, Counseling Services
This outline of an apprenticeship program for resident assistants provides ideas for alternatives to traditional methods of resident assistant training and selection. (Author)

EJ 076 262 230 AA 515 705
Student Council: Volunteers Overcome Apathy Talton, Edward, *Clearing House*, v47 n8, pp483-5, Apr 73
*Student Government, *Student Volunteers, *Student Participation, *Student Leadership, Junior High Schools, Student Projects, [DeLand Junior High School, Florida]
The principal of DeLand (Florida) Junior High School describes a system which has been successful in overcoming apathy toward his student council. (Editor)

EJ 076 330 250 AA 515 478
The Utilization of Peers in a College Crisis Intervention Program Grant, Carmen H., And Others, *Journal of the American College Health Association*, v21 n4, pp327-32, Apr 73
*Student Personnel Services, *Mental Health Programs, *Peer Relationship, *Intervention, *Crisis Therapy, Helping Relationship, College Programs, Health Personnel, Counseling Centers, [Nebraska University]
The Crisis Health Aide program described in this article is an outgrowth of the University of Nebraska Health Center's Aide program. (Authors/CB)

EJ 076 905 380 AA 515 485
Personal and Situational Determinants of Volunteer Recruitment for a Campus "Hotline" Program Turner, John R., *Journal of the American College Health Association*, v21 n4, pp353-7, Apr 73
*Student Volunteers, *Mental Health Programs, *Predictor Variables, *Recruitment, *Student Characteristics, College Students, Student Participation, Student Attitudes, Sex Differences, Tables (Data)
Purpose of the research was to identify some personal and program variables which might be manipulated in the future to increase the number of dependable student volunteers. (Author)

EJ 078 101 270 AA 515 762
Peer-Tutoring: A Rationale Callender, Janet; And Others, *Educational Perspectives*, v12 n1, pp8-11, Mar 73
*Peer Teaching, *Individualized Instruction, *Curriculum Development, *Communication Skills, Teacher Role, Learning Theories, Educational Research, Elementary School Students, Language Arts, [*Hawaii University Curriculum Center]
Seeks to develop individualized instruction programs for peer teaching. (DS)

EJ 078 989 080 CG 505 814
The Deceleration of Inappropriate Comments by a Natural Consequence Lovitt, Thomas C.; And Others, *Journal of School Psychology*, v11 n2, pp148-154, Sum 73
*Problem Children, *Behavior Change, *Peer Acceptance, *Verbal Communication, *Peer Counseling, School Psychologists, Language Usage
The characters of this study were two boys in a class for pupils with learning disabilities. After an initial assessment, which revealed that the inappropriate verbalizations occurred about twice each day, the peer-manager, contingent on each inappropriate remark, moved away from the subject to another desk explaining to the subject why he was displeased. This technique proved effective. (Author)

EJ 079 098 090 CG 505 837
Peer Counseling: A Model For The Selection And Training Of Students To Help Students Miller, Thomas W., *Counseling and Values*, v17 n3, pp190-194, Spr 73
*Peer Counseling, *Counselor Selection, *Training, *Helping Relationship, *Intervention, Peer Relationship
The goal of the present research endeavor was to assess the selection and training process for the use of para-professionals as a part of the counseling and crisis intervention services offered to students at a four year liberal arts college. (Author)

EJ 079 197 130 AC 502 526
University Students as Adult Educators Udjus, Ingelise, *Convergence*, v4 n4, pp76-80, 72
*Educational Development, *Curriculum Development, *Adult Education, *Educational Quality, *Student Volunteers, Student Teaching, College Students, Community Support, Educational Opportunities, Teacher Education
The Studentersamfundets Fri Undervisning represents the efforts of young people, who donate their services for the advancement of educational opportunity and educational quality. Article describes one of the finest of these youth service programs. (Author/RK)

EJ 079 266 140 CG 505 735
Human Sexuality: A Student Taught Course Herold, Edward S.; And Others, *Family Coordinator*, v22 n2, pp173-186, Apr 73
*Peer Teaching, *College Students, *Sex Education, *Course Descriptions, *Course Evaluation, Sexuality
Four senior female students presented seminars in human sexuality to freshmen coeds. The seminar topics were (1) petting and intercourse, (2) masturbation, (3) venereal disease and problematic sexual behavior, and (4) abortion and sterilization. Improvement in knowledge was determined by pre- and post-course questionnaires. Student evaluations indicated the course was valuable and improved communication. (Author)

EJ 080 177 410 AA 516 046
The Magic Ingredient Of Volunteerism Rich, Leslie, *American Education*, v9 n5, pp4-9, Jun 73

*Student Volunteers, *Decision Making, *Program Proposals, *Student Role, *Youth Programs, Advisory Committees, Student Participation, Criteria, Tutorial Programs, Educational Objectives

Outlines a student developed volunteer program which encourages decision making and roles that are meaningful in a community experience in which youths and adults work as partners. (RK)

EJ 080 786 090 CG 505 934
Students as Paraprofessionals-A Peer to Peer Approach Turner, Nancy A. *Journal of the National Association of Women Deans and Counselors*, v36 n3, pp130-133, Spring 73

*College Students, *Student Personnel Services, *Peer Counseling, *Intervention, Student Problems, College Programs, Subprofessionals, Helping Relationship

An overview of a paraprofessional program designed and implemented at Florida State University to alter the delivery system of student services in order to reach a wider group of students, and to have staff and programs available at hours more accessible to the students. (JC)

EJ 080 813 110 AA 516 359
Managing a Child-Centered Curriculum Moffett, James. *Teacher*, v91 n1, pp21-4,28,32, Sep 73

*Peer Counseling, *Student Centered Curriculum, *Individualized Curriculum, Flexible Classrooms, Self Directed Classrooms, Teacher Role, Creative Teaching, Ungraded Curriculum, Educational Innovation

James Moffett discusses the need for a curriculum geared for individuals, and to overcome the notion of one sequence for everyone. Each child should have a chance to develop according to his capacities. (GB)

EJ 080 907 140 AC 502 578
The Russell Report-comments and appreciations: A student perspective Tinges, Ray. *Adult Education*, v48 n1, pp21-2, May 73

*Educational Development, *Reports, *Adult Education, *Student Volunteers, *Instructional Staff, Educational Opportunities, Teacher Qualifications, Educational Disadvantagement, Curriculum Development, Educational Facilities

A student considers the recommendations of the Russell Report emphasizing his interests in the teachers, the curriculum and the locus of education. (RK)

EJ 082 462 CG 506 031
Modeling, Sensitivity Training, and Instruction: Implications for the Training of College Student Volunteers and for Outcome Research Rappaport, Julian, And Others. *Journal of Consulting and Clinical Psychology*, v40 n1, pp99-107, Feb 73

*Student Volunteers, *Training Techniques, *Sensitivity Training, *Interpersonal Competence, *Laboratory Training, Volunteer Training, Volunteers

It appears from this study that volunteers may be largely self-selected in regard to social skills, and further training may not be necessary. The study thus lends some support to those who have argued that the success of nonprofessionals has much to do with their "natural" social skills. (Author)

EJ 083 [illegible] [illegible] CG 506 [illegible]
An Effective Program with Peer Group Counselors [illegible] *Vocational Guidance Quarterly*, v22 n1, pp26-31, [illegible]

*Counseling, *Guidance Programs, *Peer Groups, *Secondary School Students, *Tutorial Programs, Tutoring

EJ 083 210 RC 502 241
College Student Experiences in Tutoring Bouchillon, Bill; Bouchillon, Pat. *Tennessee Education*, v3 n3, pp19-21, F 73

*College Students, *Educational Psychology, *Field Experience Programs, *Student Experience, *Tutoring, Attitudes, Enrichment Experience

Given are varying accounts of the experiences encountered by educational psychology students at Union University while tutoring in the elementary schools. (NQ)

EJ 083 801 AA 516 402
A Curricular Approach to Community Service Dickson, Alec. *Today's Education*, v62 n6, pp36-40, Sep-Oct 73

*Curriculum Development, *Social Problems, *Human Relations, *Student Volunteers, *Program Development, Student Interests, Handicapped Children, Community Action, Student Participation

Using the talents of student volunteers allows students to tackle social problems and deal with human needs. The curricular approach to experiential learning integrates students' schooling with community needs. (Author/RK)

EJ 084 121 CG 506 162
Peer Group Leadership Program In Drug Abuse Prevention 1970-1971 Academic Year Capone, Thomas, And Others, *Journal of Drug Education*, v3 n3, pp201-215, F 73

*Prevention, *Drug Abuse, *Program Descriptions, *Peer Groups, *Intervention, Educational Innovation, Leadership

The authors report a study which reviews, and evaluates in depth, the initial year of an innovative Peer Group approach to drug abuse prevention in the schools of New York City. The aim of the study was to facilitate the refinement of the program into the most effective drug prevention modality possible. (Author)

EJ 084 151 CG 506 192
Systematic Human Relations Training For Resident Assistants Schroeder, Karla, And Others, *Journal of College Student Personnel*, v14 n4, pp313-316, Jul 73

*Interpersonal Competence, *Sensitivity Training, *Human Relations, *Student Personnel Programs, *Resident Assistants, Human Relations Programs, College Students

The results of this study indicated that systematic human relations training for resident assistants has a significant positive effect on their helping skills. This was evidenced by the performance of the resident assistants on both the written and taped data. Even a short training program can result in significant increases in levels of helping skills for resident assistants. (Author)

EJ 084 152 CG 506 193
Developing A Student Volunteer Program For Residence Halls McBride, Matha. *Journal of College Student Personnel*, v14 n4, pp317-320, Jul 73

*Student Personnel Programs, *Student Volunteers, *Volunteers, *Program Descriptions, Paraprofessionals, School Personnel, Helping Relationship

This report details the purpose and development of a student volunteer program at the University of Florida which evolved from the idea that students who volunteered to serve as informal helpers would be an effective force in orienting freshman students. (Author)

EJ 084 153 CG 506 194
The Health-Engenderingness Of Resident Assistants As Related to Student Achievement and Adjustment Krauss, Herbert H.; Newton, Marsha, *Journal of College Student Personnel*, v14 n4, pp321-325, Jul 73

*Resident Assistants, *College Students, *Student Adjustment, *Academic Achievement, *Helping Relationship, Interpersonal Relationship

In this study, the relationship between the academic and emotional adjustment of freshman women and the health-engenderingness (the degree of conscious concern for others) of their resident assistants was investigated. (Author)

EJ 084 154 CG 506 195
The Personal Orientation Inventory As A Predictor Of Resident Assistant Effectiveness Atkinson, Donald R.; And Others, *Journal of College Student Personnel*, v14 n4, pp326-332, Jul 73

*Resident Assistants, *Helping Relationship, *College Students, *Counseling Effectiveness, *Student Personnel Work, Evaluation, [*Personal Orientation Inventory]

The results of this study, contrary to findings in earlier studies, do not support use of the Personal Orientation Inventory as an instrument for selecting effective resident assistants. Evidence was found that hall residents feel resident assistants are more effective in some roles than others. (Author)

EJ 084 183 CG 506 224
New Directions For Minority Tutoring Arnold, Stephen, *College Student Journal*, v7 n1, pp3-8, Jan-Feb 73

*Tutoring, *Individual Instruction, *Tutorial Programs, *Educational Programs, *Minority Groups, Student Needs

The solution to the problem of helping minority students rests with improving the staff of tutoring programs. Administrators of programs need to pay tutors, recruit minority tutors, provide a variety of services, and encourage dialog among those involved. The "new direction" minority tutoring must go is towards making the desire to help minority students a reality. (Author)

EJ 085 664 CG 506 309
Personality And Peer Counsellors: An Australian Study Dawson, Richard W. K., *Personnel and Guidance Journal*, v52 n1, pp46-49, Sep 73

*Peer Counseling, *Helping Relationship, *Peer Relationship, *Student Volunteers, *Personality Assessment, Individual Characteristics, Counseling Services

A report of the results obtained from a personality study of students who volunteered for a peer counselor training program at an Australian University. (JC)

EJ 085 720 CG 506 365
University-Community Cooperation in Implementing a Paraprofessional Crisis Prevention-Intervention [illegible] FitzPatrick, Alan J.; Easterling, Ross [illegible] *Journal of the National Association of Women Deans and Counselors*, v36 n4, pp190-192, Sum 73

*Counseling Services, *Intervention, *Volunteers, *Community Programs, *Drug Abuse, Youth, Needs

Growing out of the need for additional youth oriented crisis centers, the paraprofessional crisis intervention center described in this article provided supportive face-to-face communication during the hours when the professional services were not available. (JC)

EJ 085 743 CG 506 388
Student volunteers in a guidance clinic Witking, Lynne J., *Social Work*, v18 n6, pp53-57, Nov 73

*Guidance Centers, *School Community Programs, *Student Volunteers, *Emotionally Disturbed Children, *Individual Psychology, Guidance Programs, Social Agencies, College Students, Therapeutic Environment

An extended-care program at a child guidance clinic placed student volunteers in closely supervised relationships with emotionally disturbed children. The study concluded that college students are an effective if unappreciated source of manpower. (Author)

EJ 085 746 CG 506 396
Peer-Facilitated Groups Gumaer, Jim. *Elementary School Guidance and Counseling*, v8 n1, pp4-14, Oct 73

*Human Relations Units, *Minority Groups, *Peer Teaching, *Racial Integration, *Social Adjustment, Elementary School Counselors, Elementary School Students, Role Playing

This article describes implementation of a peer-facilitator program among fifth and sixth graders in an integrated elementary school in Florida. Eight peer facilitators met for 12 one-half hour training sessions. Discussion and listening skills were practiced, and feelings about minority group relationships were explored. Then the facilitators led similar discussions about intra-group minority peer relationships. (EK)

EJ 085 753 CG 506 403
Middle/Junior High School Counselors' Corner VanAhorst, Barbara B. *Elementary School Guidance and Counseling*, v8 n1, pp54-57, Oct 73

*Counselor Training, *Peer Relationship, *Peer Counseling, *Problem Children, *Social Problems, Middle Schools, Junior High School Students, Seniors

About 90 students (grades 7 through 12) participated in a peer counseling program in Palo Alto, California. After a 12 week training program that taught communication skills, adolescent concerns, and the strategies and ethics of counseling, students were assigned to small group practicums that met once a week and provided ongoing supervision. Students chose the age group and type of problem with which they wanted to work. (EK)

EJ 085 954 EA 504 212
What Schools Are Doing: A Roundup of New and Unusual School Practices *Nation's Schools*, v92 n5, pp40-44, Nov 73

*Career Education, *Peer Counseling, *Resource Allocations, *School Buses, *Maintenance, School Policy, Goal Orientation, Secondary Schools, Elementary Schools

EJ 086 757 SE 509 563
The Paraprofessional in the High School Meyer, Arthur D. *American Biology Teacher*, v35 n7, pp388-390, Oct 73

*Biology, *Paraprofessional School Personnel, *Secondary School Science, *Student Volunteers, Laboratories, Science Education, Secondary Grades, Teacher Aides, [*Laboratory Paraprofessionals]

EJ 087 460 CG 506 223
A Developmental Training Strategy For Use With Roleplaying Techniques Baldwin, Bruce A. *Journal of College Student Personnel*, v14 n6, pp477-482, Nov 73

*Role Playing, *Peer Relationship, *Volunteer Training, *Counselor Training, *Peer Counseling, Therapy, Group Dynamics, Counselor Functions, Counseling Services, Developmental Guidance, Mental Health, Student Volunteers

A developmental training sequence using a variety of roleplaying techniques is presented here as a guiding structure for short-term relationship training. Trainer considerations are discussed. (Author)

EJ 087 473 CG 506 438
Undergraduate Volunteers as Placement Service Assistants West, John Hamilton. *Journal of College Student Personnel*, v14 n6, pp550, Nov 73

*Student Volunteers, *Placement, *Training, College Students, Models

Findings of this exploratory investigation suggest that undergraduate student volunteers who participate in meaningful training experiences designed to help them understand their preprofessional work roles and responsibilities will become more knowledgeable about the student personnel agency that they serve, will personally benefit from functioning in helping/giving work roles, and will strengthen the student outreach program of a student personnel agency. (Author)

EJ 087 496 CG 506 461
Selection of College Student Therapeutic Agents: Further Analysis of the "Group Assessment of Interpersonal Traits" Technique Lindquist, Carol Emmel; Rappaport, Julian. *Journal of Consulting and Clinical Psychology*, v43 n2, pp216, Oct 74

*Counseling Effectiveness, *Counselor Selection, *Counselor Characteristics, College Students, Therapists, Interpersonal Competence, Helping Relationship, [*Peer Modeling]

This brief study evaluates a method for selecting college students as therapeutic agents (called the group assessment of interpersonal traits). The data suggest that use of this method may increase the number of true negatives but the likelihood of selecting false positives is not increased. Peer modeling reduces effectiveness of group members when peers perform poorly but does not artificially enhance performance when peers perform well. (Author/EK)

EJ 089 232 CG 506 556
A Hotline Cools Off Killeen, Mike; Schmitz, Mike. *Personnel and Guidance Journal*, v52 n4, pp250-252, Dec 73

*Voluntary Agencies, *Crisis Therapy, *Youth Problems, *Student Alienation, *Student Volunteers, Activism, Volunteer Training, Volunteers

This article explore the motivations of personnel volunteering for the Underground Switchboard in Milwaukee (a hotline that began underground and gained acceptability). It also discusses this organization's struggles for maintenance and cohesion and makes suggestions for keeping such institutions vital. (Author/EK)

EJ 089 900 JC 500 609
Small-Group Peer-Instruction: A Design for the Introductory Course Hobart, Susan; And Others. *Community College Social Science Quarterly*, v3 n4, pp32-6, Sum 73

*Small Group Instruction, *Peer Groups, *Curriculum Design, *Student Participation, *Instructional Design, Course Content, Community Colleges, Evaluation, Course Objectives, [Small Group Peer Instruction]

Discussed an instructional method that required intensive student involvement in their own mutual instruction and evaluation. (Author/RK)

EJ 090 778 CE 500 460
Peer Evaluation--A Strategy for Student Involvement Bloom, Thomas K. *Man/Society/Technology*, v33 n5, pp137-8, Feb 74

*Student Evaluation, *Peer Relationship, *Student Participation, *Evaluation Methods, Evaluation Criteria, [*Peer Evaluation]

Peer input in the evaluation process should be viewed as an additional source of data for the instructor to use to the best advantage in terms of his course objectives, the nature of the students he is working with, and to induce further student participation in the learning process. (Author/DS)

EJ 090 891 CG 506 664
Developmental Counseling: Counselor Trainees And Prospective Teachers Stiles, Doris B. *Journal of the Student Personnel Association for Teacher Education*, v12 n2, pp65-67, Dec 73

*Developmental Guidance, *Teacher Education, *Student Personnel Services, *Counselor Training, *Peer Counseling, Schools of Education, Teacher Guidance, Teacher Educators, Counseling Centers

Describes a developmental counseling program now in operation involving graduate and undergraduate School of Education students at the University of Miami, Florida. Graduate counselor trainees staff a counseling center, drawing their clientele from the undergraduate population. Conclusions note that both counselors and "clients" benefit from the program. (Author/NJ)

EJ 090 976 CG 506 759
Training Of "Third World" Students To Function As Counselors Sue, Stanley. *Journal of Counseling Psychology*, v20 n1, pp73-78, Jan 73

*Counselor Training, *Ethnic Groups, *Minority Groups, *Counseling Services, *Paraprofessional School Personnel, Psychotherapy, College Students, Mental Health Programs, Counselor Selection

In order to provide more responsive counseling services, minority students were trained to function as counselors for other minority individuals. In spite of initial difficulties in developing trust and in defining the goals of the program, the training and utilization of minority-group paraprofessionals are feasible alternatives to current mental health services on campuses. Presented at Western Psychological Association, Portland, April 1972. (Author)

EJ 090 978 CG 506 761
Effect Of Selected Techniques For Training Resident Assistants In Human Relations Skills Perkins, Susan R.; Atkinson, Donald R. *Journal of Counseling Psychology*, v20 n1, pp84-90, Jan 73

*Resident Assistants, *Human Relations Programs, *Skill Development, *Training Techniques, *Interpersonal Competence, Attention, Listening Skills, Microcounseling, Role Playing, Models

Subjects in all three experimental groups maintained eye contact for a significantly longer period of time than did controls. Reflection of feeling responses were recorded a significantly greater proportion of the time for the lecture-discussion and lecture-modeling treatments than for the control group. Males in the lecture-modeling treatment summarized feelings a significantly greater proportion of the time than any other group. (Author)

Doctoral Dissertations

AN EXPERIMENTAL INVESTIGATION OF THE FEASIBILITY OF TRAINING HIGH SCHOOL STUDENTS TO CONDUCT FACILITATIVE INTERVIEWS WITH THEIR PEERS

Belisario Marques ANDRADE, Ph.D.
University of Maryland, 1972

Supervisor: Richard Byrne

A search of the literature in the field of counseling reveals that the utilization of lay personnel to perform certain activities formerly reserved for professionals is increasing. The studies reviewed investigated the problem with populations other than high school students. This omission in earlier studies motivated the development of the present study.

The purpose of this investigation was to explore the feasibility of training high school students in a thirty-hour period to conduct facilitative interviews with their peers.

The training program consisted of presentation of material taken from writers with a Client-Centered orientation toward theories of counseling. The subjects were thirty juniors in a private high school-level academy. The training lasted for eight weeks with sessions conducted every day for forty-five minutes.

The hypotheses tested were concerned with categories of behavior which could be expected to appear in a facilitative interview: listening, silence, clarification, subjective questioning, reflection of feelings, understanding, interruption, suggestion, moralizing, and undefined. The null subhypotheses advanced for each behavior were tested with data gathered from ratings of the interviews by three judges who had been trained for this purpose. The data were converted into derived scores to account for variability in duration of the interview conducted by the subjects.

Porter's Pre-test was administered to the subjects in a pre- and post-condition to evaluate their ability in selecting understanding responses from the five different categories of responses of the test.

The data were statistically analyzed with the Mann-Whitney U-test, and by the t-test. The results warrant the rejection of ten null subhypotheses and retention of two, relating to silence and interruption. The general null hypothesis can be rejected and the research hypothesis accepted. The findings strongly suggest that training to conduct facilitative interviews with peers is feasible for high school students. These results need to be interpreted with caution because of the limitations discussed in the study. Further research is suggested as the means by which several questions raised in this study can be explored.

Order No. 73-17,027, 124 pages.

PERSONALITY CORRELATES OF EFFECTIVENESS AMONG STUDENT ASSISTANTS IN RESIDENCE HALLS

Verlin Lynn ANTHONY, Ed.D.
Oklahoma State University, 1973

SCOPE AND METHOD OF STUDY: The purpose of this study was to relate selected personality variables to student assistant (SA) effectiveness. Personality variables were measured by the California Psychological Inventory (CPI) and the Personal Orientation Inventory (POI). Ratings of SA effectiveness were made by students using the Resident Adviser Evaluation Form. The subjects consisted of 58 male and 55 female SAs who were employed by the Housing Office of a large mid-western state university for the 1972 spring semester. All tests were administered during that semester. The following problems were studied: 1. The relationship between CPI scales and the SA effectiveness. 2. The relationship between POI scales and SA effectiveness. 3. The relationship between grade point average and SA effectiveness. 4. The relationship between age and SA effectiveness. 5. The relationship between the number of semester hours completed and SA effectiveness. 6. Sex differences on each variable of the study. The optimum subsets of variables were also selected through a step-wise multiple regression analysis for prediction of male and female SA effectiveness.

FINDINGS AND CONCLUSIONS: The first five problems were answered by computing Pearson's product-moment correlations between each of the predictor variables and the criterion measure. The self-acceptance (CPI) scale was found to be correlated (.05) with male SA effectiveness. The self-acceptance (POI) scale was also found to be correlated (.05) with female SA effectiveness. The sixth problem was tested by a t test for independent means. Male and female SA groups were found to differ (.05) on six of the 34 comparisons. These variables were age, GPA, semester hours completed, well-being (CPI), socialization (CPI), and femininity (CPI). The regression equation for predicting male SA effectiveness included the variables of self-acceptance (CPI), age, dominance (CPI), good impression (CPI), sociability (CPI), communality (CPI), social presence (CPI), and flexibility (CPI). The multiple R was .69. The regression equation for female SAs included the variables of self-acceptance (POI), social presence (CPI), dominance (CPI), time competent (POI), well-being (CPI), nature of man (POI), femininity (CPI) and grade point average. The multiple R was .65. Thus, few scales by themselves correlated significantly with SA effectiveness, but in combination they were able to account for almost one-half of the common variance.

Order No. 74-7951, 112 pages.

RESIDENT ASSISTANTS' PERSONALITY VARIABLES AS RELATED TO EFFECTIVENESS RATINGS

Thomas Lee BARNES, D.Ed.
The Pennsylvania State University, 1972

The one hundred thirty-four resident assistants in the residence hall program at The Pennsylvania State University in the 1970 Fall Term were used to examine whether certain inventoried personality variables would correlate with various effectiveness ratings of these same staff members. It was assumed that particular personality factors would be closely related to the effectiveness ratings awarded by resident students and by staff coordinators and that these factors might prove to be useful in predictions of resident assistants' performances. Therefore, it was hypothesized that (a) measures of socialization, flexibility, and benevolence in resident assistants (R.A.'s) would correlate positively with students' and coordinators' ratings of resident assistants' interpersonal relations, (b) measures of responsibility, self-control, and leadership in R.A.'s would correlate positively with coordinators' ratings of resident assistants' job responsibilities, and (c) students' ratings and coordinators' ratings would be closely related.

Measures of the personality variables were obtained by use of the California Psychological Inventory and Gordon's Survey of Interpersonal Values. A twenty-five percent representative sample of students in each residence unit of the residence halls rated the R.A.'s on a resident assistant evaluation form devised by James P. Duncan while the staff coordinators evaluated the R.A.'s on another form designed locally which awarded scores for interpersonal relations and job responsibilities.

The R.A.'s also evaluated themselves using both the students' and coordinators' forms. Males and females, experienced and inexperienced staff members were examined separately to determine if differences existed between their effectiveness ratings, using a "Student" t test to determine the significance of any inequalities. The relationships between the personality variables and effectiveness ratings were determined by use of Pearson product-moment correlation coefficients and the relationships were measured separately by total, sex, and experience groupings.

Results of the study indicated that females had significantly better ratings than males for both coordinators' and students' evaluations. Inexperienced staff members were also found to be better rated by coordinators than experienced R.A.'s. The relationships for personality variables and effectiveness ratings were significant by the total groupings only between responsibility and coordinators' ratings of job responsibilities. Significant correlations were discovered between the personality variables of benevolence and coordinators' ratings of interpersonal relations for males, between benevolence and students' evaluations for experienced staff members, and between leadership and coordinators' evaluations of job responsibilities for experienced staff members. A significant positive correlation was also discovered between the ratings of students and coordinators although it was lower than anticipated. Supplementary findings revealed that resident assistants' previous experience was negatively related to self evaluations while age was negatively related to coordinators' ratings.

Conclusions drawn from this study were that only one variable, responsibility, had any predictive value for determining staff members' effectiveness. Secondly, females tended to score better than males on evaluations from both coordinators and students, and thirdly, students' and coordinators' ratings are significantly and positively related but only at a low level.

The findings would suggest that further studies might seek distinct personality variables for each sex that may be related to effectiveness and that a need exists to identify the differences between coordinators' and students' perspectives of resident assistants' effectiveness. The study did not offer support to the efficacy of using inventories of personality measures as predictors of performance in selecting resident assistant candidates.

Order No. 73-7309, 107 pages.

THE EFFECTS OF USING COLLEGE STUDENTS TO LEAD PEERS IN ADJUSTING TO COLLEGE

Donald Wayne RONNER, Ed.D.
Oklahoma State University, 1972

SCOPE AND METHOD OF STUDY: The basic purpose was to study the effectiveness of using trained peers to lead small process groups in freshman orientation. The College and University Environment Scales, second edition, was the basic instrumentation used to determine whether perceptions of the college campus climate differed after alternate freshman orientation program. Overall grade point average for the fall semester was chosen as the criterion of academic performance. Enrollment for the succeeding semester was used to determine the holding power of the college. Subjects were 253 college freshmen enrolled in Freshman Orientation 101 for the Fall 1971 semester at East Central State College, Ada, Oklahoma. The design of the study provided for the College and University Environment Scales to be administered after the nine week orientation course, in November, 1971. Grades for the fall semester were obtained the following January, and overall grade point averages were computed. Enrollment data were analyzed to determine which subjects of the study re-enrolled for the spring semester. Statistical analyses were completed for the overall group of 253 subjects, being divided by design into the experimental (traditional) group of 143 students, the experimental (small groups) section of 74 students, and the control group of 36 students. Single class analysis of variance was computed for the scales of the College and University Environment Scales, (CUES), and for the grade point averages. A t test was administered following significant F ratios. A Chi square distribution technique was used to analyze the enrollment patterns of the groups.

FINDINGS AND CONCLUSIONS: A. The experience of participating in a small group led by a trained peer did not change the perceptions of the freshmen in such a way as to be observed on the College and University Environment Scales. The freshmen who experienced the traditional form of freshman orientation did score significantly higher on the Propriety scale of the CUES. The control group did not differ significantly in their perception of the college campus climate, as measured by CUES. B. Neither of the experimental treatments influenced the cumulative grade point averages during the first semester C. Neither of the experimental treatments influenced the enrollment ratios of the groups for the succeeding semester.

The conclusion was reached that the attempted orientation procedures did not make a significant difference on the variables of freshman life as measured. Recommendation discussed the need to consider the results of this study with the purpose of ongoing evaluation of programs.

Order No. 73-15,056, 90 pages.

AN INVESTIGATION INTO THE EFFECTS STUDENT TUTORING HAS ON SELF-CONCEPT AND ARITHMETIC COMPUTATION ACHIEVEMENT OF TUTORS AND TUTEES

Richard Tepper CARLSON, Ed.D.
Northern Illinois University, 1973

The purpose of this study was to investigate the effects student tutoring had on the self-concept and arithmetic computation achievement of sixth grade student tutors and their fourth grade tutees. An additional purpose was to see if training student tutors affected their arithmetic computation achievement and self-concept or that of their tutees.

Student subjects came from three elementary schools in three different areas of School District U-46, Elgin, Illinois. One sixth grade class and one fourth grade class were used from each participating school. Sixth graders were divided into a trained tutor group, who participated in a short training session before tutoring and who followed structured plans while tutoring; a free tutor group, who were not trained but were given the freedom to tutor as they saw fit; and a non-tutor group, who worked on individualized worksheets on their own during the experiment. Fourth graders were divided into a group of students tutored one-to-one by trained tutors, a group tutored one-to-one by free tutors, and a non-tutee group, who worked on individualized worksheets. In all, there were one hundred seventeen subjects; twenty-one trained tutors, twenty-one free tutors, eighteen non-tutors, twenty-one tutees of trained tutors, twenty-one tutees of free tutors, and fifteen non-tutees.

Each student was given a pre-test and a post-test of the Coopersmith Self Esteem Inventory and the Stanford Achievement Test, Arithmetic Computation Section. The differences between pre-test and post-test scores for each group were analyzed to see if change was significant. Also, the changes in certain groups were compared to changes in other groups.

The experiment lasted for six weeks, taking place in a daily math study period which lasted one-half hour per day. During this time the tutors taught arithmetic computation to their tutees and the control groups, the non-tutors and non-tutees, worked independently on practice worksheets. After the experiment ended and the post-tests were administered, the data was analyzed. A total of thirty-two null hypotheses were tested using the t-test of means.

On the basis of the thirty-two t-test comparisons, only once was the null hypothesis rejected. The combined group of all tutees showed significant growth in arithmetic computation achievement during the course of the study. Although this

growth was statistically significant when treated singly, it was not significant when compared to the growth of other groups.

In all of the other cases, there were no significant differences, either when comparing a group's pre-test mean to its post-test mean, or when comparing a group's change in self-concept or arithmetic computation achievement to another group's change in self-concept or arithmetic computation achievement.

It was concluded from the results of the experiment that tutoring or being tutored in fourth grade arithmetic did not help self-concept any more than did working on individualized worksheets; that being tutored by a sixth grader helped fourth grade tutees achieve significant growth in arithmetic computation achievement, but did not help the tutees themselves in arithmetic computation; and that training tutors or leaving them free and unstructured did not affect self-concept or arithmetic computation achievement of either tutors or tutees.

Order No. 73-27,585, 117 pages.

AN EXPERIMENTAL STUDY ON THE EFFECTIVENESS OF USING PEERS FOR FRESHMEN ORIENTATION AND ACADEMIC ADVISEMENT

COMMAND, Edward Morris, Ed.D.
University of Washington, 1973

Chairman: Professor Henry M. Reitan

An experimental study was designed to determine the effectiveness of using student advisors in a program combining freshmen orientation and subsequent academic advisement by addressing to these four research questions:

1. Will the effectiveness of a freshmen orientation program using student advisors differ from that of a program not using student advisors?
2. Will the effectiveness of a freshmen advisement program using student advisors differ from that of a program not using student advisors?
3. Will the effectiveness of a combined program of freshmen orientation advisors differ from that of a combined program not using student advisors?
4. Will the effectiveness of a combined program of freshmen orientation using student advisors and professional counselors and an advisement program using both student and faculty advisors differ from that of a combined program not using student advisors?

The study used a 3 x 3 factorial design with the first independent variable being concerned with orientation and the second being concerned with academic advisement. The orientation factor used three levels: a program directed by student advisors only, a program directed by professional counselors only, and a program directed by both student advisors and professional counselors. The advisement factor also used three levels: a program using student advisors only, a program using faculty advisors only, and a program using both student and faculty advisors. Consequently, the experiment had nine treatment groups.

The sample was drawn from students applying to Highline Community College for the fall, 1972, term. From the applications received by the college several hundred students were randomly selected and assigned to one of the three treatment groups for orientation. From each of these three groups 60 students were randomly selected and equally divided among the three experimental groups for advisement. This procedure formed nine groups of 20 students each for a total sample of 180.

Assessment was based on how well the experimental treatments assisted students (1) to achieve at a high academic level, (2) to select courses appropriate to their academic goals, (3) to select realistic class loads, (4) to persist in college, (5) to use college resources provided to aid them in resolving problems and achieving individual goals, and (6) to have a satisfying college experience. The data were analyzed through standard analysis of variance techniques, with planned comparisons and chi square techniques.

Within the limitations of this study, including those inherent to study design and statistical analysis, four conclusions seem justified:

1. The use of student advisors in an orientation program produced no significant differences in the program's effectiveness as measured by academic achievement, appropriate selection of classes, selection of realistic class loads, persistence in college, utilization of college resources, or satisfaction with college of incoming freshmen.
2. The use of student advisors in an advisement program produced no significant differences in the program's effectiveness as measured by academic achievement, appropriate selection of classes, selection of realistic class loads, persistence in college, utilization of college resources, or satisfaction with college of incoming freshmen.
3. The use of student advisors only in a combined program of orientation and advisement produced no significant differences in the program's effectiveness as measured by academic achievement, appropriate selection of classes, selection of realistic class loads, persistence in college, utilization of college resources, or satisfaction with college of incoming freshmen.
4. The use of student advisors in combinations with professional counselors in an orientation program and in combination with faculty advisors in an advisement program produced no significant differences in the program's effectiveness as measured by academic achievement, appropriate selection of classes, selection of realistic class loads, persistence in college, utilization of college resources, or satisfaction with college of incoming freshmen.

Order No. 74-15,566, 178 pages.

THE EFFECTS OF PEER TUTORS AND INDIVIDUAL SKILL KITS ON ARITHMETIC ACHIEVEMENT AND ATTITUDE IN GRADE SEVEN

CRANDALL, Larry Dean, Ed.D.
The University of Michigan, 1973

Chairman: Joseph N. Payne

Purpose

The purpose of the study was to assess and compare the effects of same-age, in-class tutoring (T) and individualized skill kits (S). Also of interest were comparisons between the same ability groups in each treatment.

Procedure

Three T classes of 81 students and three S classes of 78 students participated in the study at the Cobre Consolidated Schools of Bayard, New Mexico, from January 5 to March 31, 1971. The students were separated into three computational achievement levels and then randomly assigned to classes so that each class would reflect these achievement levels.

The independent variables were: (1) high ability T students who tutored (TH) versus high ability S students who did supplementary work (SH); (2) middle ability T students who worked in groups (TM) versus middle ability S students who worked in a skills kit (SM); (3) low ability T students who were tutored (TL) versus low ability S students who worked in a skills kit (SL); and (4) T versus S. The dependent variables were: (1) arithmetic achievement raw scores as measured by the three subtests of the 1964 edition of the Stanford Achievement Test (SAT); (2) arithmetic test raw scores as measured by the eight subtests of the 1966 edition of the Stanford Diagnostic Arithmetic Test (SDAT), and (3) mathematics attitude scores as measured by the Aiken-Dreger Mathematics Questionnaire.

Student and teacher attitudes about the treatments were collected by investigator prepared opinionnaires and essay statements.

The treatments consisted of 40 thirty minute sessions. The T students worked on weaknesses indicated by the SDAT pretest. The SM and SL students worked on weaknesses indicated by the diagnostic instruments that accompany the Science Research Associates, Computational Skills Kit, while the SH students did teacher assigned supplementary work related to the regular instructional program.

Findings and Conclusions

The statistical procedures used to test for significant differences with $p < .05$ were the analysis of variance (ANOVA) and the analysis of covariance (ANCOVA).

For computation achievement, there was little difference between the treatments. SL was significantly better than TL on retention. Both SL and TL gained one full school year during the treatment period. T and TH were significantly better than S and SH on the SDAT decimal fraction and per cent subtest, with the difference being attributable to per cent items.

For concepts achievement, there were highly significant differences between the treatments in favor of the T group. On the SDAT concepts test, the following differences were found: pre-post and IQ-post ANCOVA showed T achieving significantly better ($p < .0005$) than S, pre-post ANCOVA ($p < .001$) and IQ-post ANCOVA ($p < .005$) favored TH over SH, and TM and TL both achieved significantly better ($p < .05$) than SM and SL according to the ANCOVA analysis. The differences appeared to be attributable to items involving inverse relations, order of operations, and the distributive property.

For applications achievement, there were no significant differences between the treatments nor for any ability subgroups.

For student attitude on the Aiken-Dreger mathematics opinionnaire, there were no significant differences. All groups responded positively and the high, middle, and low classifications were well defined by the post-test means. Other opinions indicated that all subgroups liked their respective treatments with TH and TL being a good deal more positive. TH students felt they had learned more mathematics than SH students and this was in agreement with the achievement data. All but one tutee felt the tutors had been successful in helping them learn more mathematics.

Tutoring is a viable and fruitful classroom practice for the normal seventh grade classroom. The mathematics achievement of tutors is superior in most instances to that of students who do supplementary work, particularly in concepts achievement. Both the tutoring process and the skills kit work resulted in good computational gains for students of low achievement. Order No. 74-15,650, 162 pages.

EFFECTS OF PUPIL-TUTORING ON SELF-PERCEPTION AND ACADEMIC ACHIEVEMENT OF PRIMARY GRADE TUTORS AND TUTEES

Ruth Eleanor DUFF, Ph.D.
Southern Illinois University, 1973

Major Professor: Dr. Kevin J. Swick

This investigation was conducted during a six-week summer school program to examine the impact of pupil-tutoring on the reading achievement and self-perception scores of underachieving first and second grade Tutees and their third and fourth grade underachieving Tutors.

The following questions formed the basis upon which the hypotheses tested in this study were developed:

1. Would receiving academic assistance from a pupil-tutor result in improved reading achievement and positive self-perception change in the Tutees?
2. Would assuming an instructional leadership role in assisting younger children in areas of academic deficiency result in positive change values in reading achievement and self-perception of the Tutors?
3. Is the achievement level of the Tutor directly related to the magnitude of achievement change he is able to affect with the Tutee?
4. Would positive change in the area of reading achievement result in a concomitant effect on the subjects' self-perception or the reverse effect?

Subjects

The sixty subjects for this investigation were randomly selected from first, second, third, and fourth grade children participating in a summer school program conducted by the Cape Girardeau Public Schools, Cape Girardeau, Missouri. The subjects consisted of fifteen first and second graders (Tutees) and fifteen third and fourth graders (Tutors). Each Tutee was randomly assigned to a Tutor for regularly scheduled academic tutoring. A control group of fifteen subjects was randomly selected for each of the two experimental groups.

Evaluation Instruments

The following instruments were employed to assess status and change in the variables under investigation: Metropolitan Achievement Tests, Primary Level, Forms F and H, Metropolitan Achievement Tests, Elementary Level, Forms F and H, More Like Me Scale for Young Children, Children's Self-Descriptive Scale, and Behavior Rating Form.

Statistical Procedures

The Students t-test for independent means was used to determine the significance of the mean reading achievement change and self-perception change values arising between the experimental groups and their respective control groups.

The t-test for related measures was used to determine significance of reading achievement and self-perception changes within each of the four groups (Tutees, their controls; Tutors, and their controls).

The Pearson product-moment correlation coefficient was used to measure the relationship between the initial reading achievement scores of the Tutors and the reading achievement change values of the Tutees.

The Spearman's Rank-Correlation Coefficient was used to determine the significance of the relationship between the reading achievement change scores and self-perception scores of the Tutors.

Results of Study

The results of this investigation are summarized as follows:

1. The difference between the reading achievement change scores of the Tutees and their controls was found to be statistically significant thus indicating the pupil-tutoring arrangement to be an effective organizational/instructional strategy for the improvement of reading performance of primary level subjects.
2. A positive correlation was found to exist between the reading achievement level of the Tutors and the impact of their instructional assistance upon the Tutees' reading achievement change. Implications were drawn for matching Tutees and Tutors in attempting to bring about maximum achievement change.
3. Though not statistically significant, data trends tended to reflect evidence of positive change in reading performance of the Tutors and positive change in the self-perception of both

Tutors and Tutees, thus demonstrating that the personalized-instructional relationship between the Tutor and Tutee contribute not only to the academic achievement but to positive change in self-perception of both.

4. There appeared to be no evidence of a concomitant relationship between change in reading achievement and self-perception change or the reverse effect. In light of evidence from other research findings postulating such a relationship, suggestions are made for further studies to be conducted on this question. Order No. 74-6262, 187 pages.

RECIPROCAL EFFECTS OF ELEVENTH AND TWELFTH GRADERS AS TUTORS TO SIXTH GRADERS IN READING, WRITTEN EXPRESSION, AND ATTITUDE MODIFICATION

EAGLETON, Clifford J., Ed.D.
The American University, 1973

The Problem

This study was designed and conducted to evaluate the extent of improvement in the following variables: reading, vocabulary, reading comprehension, written expression, reading-learning-school attitude, control-of-environment attitude, self-concept attitude, and total-inventory attitude; and to assess the effectiveness of such a tutorial program as an instructional approach in contrast with improvement in conventional, classroom procedures.

The Hypotheses

The following hypotheses were tested:

Hypotheses 1, 2, and 5: Tutors who received training and tutored younger pupils would improve significantly more in reading vocabulary, reading comprehension, and written expression than control-group pupils in the eleventh and twelfth grades.

Hypotheses 3, 4, and 6: Tutees who received tutoring would improve significantly more in reading vocabulary, reading comprehension, and written expression than control-group pupils in the sixth grade.

Hypotheses 7, 8, 9, and 10: Tutors who received training and tutored other pupils would improve significantly more in reading-learning-school attitude, in control-of-environment attitude, in self-concept attitude, and in total-inventory attitude than control-group pupils in the eleventh and twelfth grades.

Hypotheses 11, 12, 13, and 14: Tutees who received tutoring would improve significantly more in reading-learning-school attitude, in control-of-environment attitude, in self-concept attitude, and in total-inventory attitude than control-group pupils in the eleventh and twelfth grades.

The Procedures

In September, 1971, within a small-rural school district, students in eleventh, twelfth, and sixth grades were asked to volunteer to participate in the student-tutorial program. From the groups of volunteers, forty students were selected as tutors and forty-six students as tutees. From the unselected volunteers and other students completing pre- and post-tests, an equal number of eleventh and twelfth graders and sixth graders were randomly selected for the control groups.

The tutors participated in six orientation and fourteen inservice-training sessions to be able to provide structured instruction in reading vocabulary and comprehension and unstructured activities involving communication, especially reading and written expression with sixth graders.

Within forty-two sessions, three days per week, one-and-one-half hours per day, the tutors were engaged in tutoring sixth graders.

The following instruments were administered to eleventh, twelfth, and sixth graders immediately before and after the program: (a) Gates-MacGinitie Reading Tests: Survey D and Survey F, (b) Loban Guide for Rating Written Expression, and (c) Laurel School Survey Questionnaire: Grades Eleven and Twelve and Grade Six. Data resulting from the pre-tests and post-tests were collected and treated by the analysis of covariance with pretest scores as the control variables to ascertain whether there was a significant difference in improvement between the experimental and control groups or not.

Findings and Conclusions

Analysis of the data indicated the following:

Eleventh and Twelfth Graders: The only differences indicating significant improvement between the tutor and non-tutor groups were in self-concept attitude and total-inventory attitude in favor of the tutor group; there was no significant difference between the two groups in reading vocabulary, reading comprehension, written expression, reading-learning-school attitude, and control-of-environment attitude.

Sixth Graders: There was no significant difference between the tutee and non-tutee groups in reading vocabulary, reading comprehension, written expression, reading-learning-school attitude, control-of-environment attitude, self-concept attitude, and total-inventory attitude. Order No. 74-13,721, 265 pages.

THE EFFECTS OF GROUP EXPERIENCES ON COLLEGE RESIDENT ADVISORS AND THEIR ADVISEES

Phyllis Leah ELLSWEIG, Ed.D.
Lehigh University, 1972

This study investigated the effect of two kinds of encounter group experiences as part of a training program for college resident advisors. Under investigation was the efficacy of using these experiences to improve dimensions of self-actualization in the resident advisors (RAs) and to reflect such improvement in the advisees who were in their charge.

Subjects for the study were 24 resident advisors of East Stroudsburg State College and a random sample of 120 of their advisees. The resident advisors were assigned randomly within limitations of sex to a marathon encounter group, a time-extended encounter group, and a control group. Subjects assigned to the marathon encounter group met for 18 hours interrupted only for meals. Subjects assigned to the time-extended encounter group met for one and one-half hours each week for 12 weeks for a total of 18 hours. Subjects assigned to the control group received no encounter group experience.

Both treatment groups used structured and nonstructured exercises followed by discussion of their perceived meanings and learning value. A male Ph.D. psychologist was responsible for both encounter groups.

All RAs completed the Personal Orientation Inventory (POI) and the Tennessee Self Concept Scale (TSC) before and after the treatment period. Pretest-posttest difference scores were analyzed using a one-way analysis of variance for these two dimensions of the study. The analysis of variance of the pretests showed that the groups were not significantly different at the start. The RAs also responded to questionnaires concerning behavioral and attitudinal data at the conclusion of the treatment period. Analysis of variance was also applied to data for each of these dimensions of the study.

Advisees selected for the study took part in post-treatment period testing only. They completed the POI, the TSC, and the questionnaires concerning behavioral and attitudinal data. Analysis of variance was applied to the data for each of the dimensions of the study for advisees.

The analyses of variance with one exception did not demonstrate the effectiveness of encounter group experiences for resident advisors in improving dimensions of self-actualization among the advisors or their advisees. Neither subjects in the marathon group nor those in the time-extended group changed significantly from those in the untreated control group.

Advisees of resident advisors in the marathon group changed on one dimension, that of inner-directed satisfying relationships as measured by frequency of self-initiated satisfying relationships with peers and/or faculty experienced each month. This result suggests that the advisees of the RAs in the marathon group sought new relationships. This seeking behavior on the part of the advisees may have been the result of increased warmth and relatedness between the advisees and the RAs who participated in the marathon group.

Resident advisors who participated in the encounter groups also responded to a questionnaire concerning their perceptions of the group experience. They perceived their participation in the groups as valuable to them personally and as RAs. Participants in both groups unanimously and without solicitation recommended that the encounter group be made an integral part of the RA training program. These perceptions gave support to the experiential value of the encounter groups.

Limitations to this study include the influence of the personality, skill, style, and theoretical orientation of the leader; the relatively brief time period before outcome measurement; possible contamination of data by interaction among members of treatment and control groups; and the random assignment of subjects which precluded manipulating group composition in ways purported to maximize individual and group growth and change. A reassessment of process is a consideration for future research as a means of identifying some of the complexities of interpersonal and intrapersonal interactions which are more like real-life situations than those which one dimensional or even multi-dimensional tests can evaluate.

Findings of this study do not support the enthusiasm for encounter groups reported in recent literature. Results demonstrated that the treatments had no significant effect on self-actualization and some of its behavioral correlates. Based upon these outcomes, the encounter group at this time holds promise for the mental health practitioner only in its perceived experiential value for the participants.

Order No. 73-10,935, 156 pages.

A PARTICIPANT OBSERVATION STUDY WHICH EXAMINES THE DEVELOPMENT AND IMPLEMENTATION OF A PEER GROUP COUNSELING PROJECT

William Louis FIBKINS, Ph.D.
Syracuse University, 1972

The purpose of this exploratory study was to examine the development and implementation of a peer group counseling project. The setting selected for this study was Judson High School which was located in the upstate New York community of Waterville. These are fictitious names used in order to maintain the personal privacy of the people in the community. The research population consisted of twenty-four high school students who volunteered to participate as members of three peer counseling groups that met twice per week for ten weeks during the Spring, 1971, semester; six high school juniors who were selected to serve as co-leaders for the three peer counseling groups; two faculty members of Judson High who served as coordinators of the peer group counseling project; twenty parents of the peer group members who volunteered to participate in ten weekly group counseling sessions; and nine members of the citizens advisory committee to the peer group counseling project.

The research tool utilized was participant observation. In this study participant observation was not viewed as a single methodology but rather as a research enterprise, a style of combining several methods toward a particular end. Therefore, the techniques of informal interviewing, direct observation, respondent interviewing, and direct participation were all utilized in the data collection process. No recording of observations or interview sessions was done in the presence of the subjects in this study. Rather, detailed notes were kept in a field diary on a consistent day-to-day basis. My entrance into the student, parent, advisory, and leader groups was explained on the basis of my role as observer. However, as I gained increasing acceptance with the various groups, I was accepted more as a member than as a researcher.

The perspectives that emerged in the study suggest that the "drug problem" that emerged in the community had shattered the illusion that "small town people can solve all their problems." The traditional community "helpers" (e.g., clergy, medical doctors, guidance counselors) were not seen by many parents, students, and citizens as being "helpful" people in this consciousness ill society.

Given the condition of the existing institutions and the high degree of anxiety among the citizens toward the "drug problem, the community members mobilized their resources in support of the peer group counseling program. For some citizens this effort represented a new form of institutional resolution of personal problems. For others, the peer group counseling program was a way to restore the illusion that "small town people can handle their problems." From the student perspective, the peer project was an opportunity to publicly discuss their personal concerns and disenchantment with small town life on "school time." But, as the data suggests, the needs of these mutually significant others were not uncomplementary. The various groups in the peer project found that they shared similar concerns and anxieties. They also found that the one clear alternative available was to admit that, although they were not impotent in the face of the "drug problem" and other problems of mass society, they had no answer to these problems. All they could do was to turn to each other and share their concerns and disillusionment with the changes emerging in small town life. Their illusion that "if more people lived in small towns we wouldn't have all of these problems," was replaced by the reality that there were no clear answers to their problems. Being forced to rely on each other's resources for help, enabled new patterns of human interaction to emerge in the community.

For example, the peer counseling groups helped to alter the organizational barriers so that students and teachers could find ways of bringing their "business" and "human" lives more closely together in the school. The relationship that existed between the project coordinators and the student leaders was markedly different from the usual teacher-pupil relationship. In the peer groups the students talked about items of personal concern that were not discussed in the school curriculum or in other socio-sexual activities; fear of failure, suicide, death, religion, love, dating, marriage, abortion, sexual relations, drugs, and problems with parents, peers and teachers. Many students learned that their feelings toward failure, death, suicide, etcetera, were shared by their peers. They were no longer alone in thinking that these feelings were "wierd" or "abnormal." The groups also provided the students with an opportunity to appreciate "differentness" in their peers. Group members came together with their peers from other "tracks" and grades. No longer were they permanently separated by the organizational barriers in the school. Regarding the process in the peer groups, the data suggest that there was little controversy or disagreement among the group members. We can hypothesize that the reason for this phenomena was that the peer groups were in the first stage of development with the group process operating to avoid controversy among the members.

The parents, too, began to experience a new relationship with the students and the other parents in the project. They found that they had stressed too much the avoidance of drugs and ignored the real concerns of their children. Like the students, they found that they were not alone in their concerns and frustrations. As they talked publicly about their problems, they found that other parents shared similar feelings. As the project evolved, they also began to rely more on their own re-

sources and the resources of other parents. The traditional pattern of relying on the "experts" in the community for guidance had been altered due to the "drug problem."

Even the advisory members began to better understand the real concerns of the adolescents in the community. They, too, had stressed too much the avoidance of drugs and ignored the other concerns of the youth in the community. Through their participation on the advisory committee, the members were able to alter the traditional pattern for citizen participation in the school program. No longer did the citizens have to be passive observers.

It can be said, then, that the personal crisis, the "drug problem" that emerged in Waterville, can in many ways be viewed as a good thing. In a short time the "problem" helped to love the parents, citizens, teachers, and students in the project into new patterns of human interaction, both within the school and the community. Some of the organizational paraphernalia that engulfed both students and teachers was removed or altered. In the process, the students did not appear to learn less. In fact, we can hypothesize that the students obtained important new learning in the affective domain. Nor was the teacher's role negatively compromised in the project. Rather, their lives, and the lives of the students, parents and advisory members, appear to have been enriched by the increase in human interaction. Yet the program had limits. For example, the program was controlled by school officials without any effort being made by the students to move the peer groups out into the community. The program affected only a small proportion of the students, parents, teachers, and citizens in the community. It was clearly a "good beginning" offering these mutually significant others a way to develop new patterns of human interaction in the school and community.

Order No. 73-7722, 428 pages.

A MODEL FOR TRAINING MIGRANT ADOLESCENTS TO ASSUME THE ROLE OF ADOLESCENT-EDUCATORS WITH YOUNGER CHILDREN

Ramon GARCIA, Ed.D.
The University of Florida, 1972

Chairman: Dr. C. Glen Hass

This study was designed to develop and test an early childhood training model for training migrant adolescents to assume the role of adolescent-educators with younger children, especially those of preschool age. The study also sought to determine the effects that this training had on the adolescents and on the younger children. It was suggested that as a result of the training, changes in attitudes and self-concept would occur in the adolescents which would be significantly different from changes in the attitudes and self-concept in adolescents not trained. It was also suggested that changes in intellectual development would occur in the younger children who participated in the training program which would be significantly different from the intellectual development of younger children who did not participate in the training program.

Procedure

The How I See Myself Scale, the Social Reaction Inventory, and a Semantic Differential Scale were used in measuring self-concept, changes in locus of control, and attitudes of the adolescents. The Peabody Picture Vocabulary Test (PPVT) and the Raven Colour Progressive Matrix were used in measuring intellectual development of the younger children. These instruments were administered to subjects randomly assigned to the experimental and control groups.

Analysis of variance was used in analysing the data collected in order to derive F scores. Where F's were significant at the .05 level for the interaction of treatment and pre- to posttest measurements, t-tests were performed to determine the probability of difference posttest means ($\mu_1 \neq \mu_2$) occurring. In addition rank order correlations of the Semantic Differential Referent Words for both groups of adolescents were also performed.

Summary and Conclusions

The statistical analysis of the data collected on the adolescents and younger children permitted only 1 of the 15 null hypotheses to be rejected. This was the hypothesis dealing with change in the attitude towards children. However, notice was taken of the high rank-order correlation displayed by the experimental adolescent group.

Although there were no other significant differences related to the hypotheses, mean change did occur in every case. Examination of these changes revealed that the experimental adolescent group had a greater change in 5 of the 5 factors of the scale used to measure self concept and 7 of the 11 attitudes measured by the Semantic Differential Scale.

In examining the changes in means from pre- to posttest by both groups these observations can be made. The experimental group showed gains in the expected direction in 14 of the 17 measures. The control group showed gains in the expected direction in 5 of the 17 measures. Both groups showed decrease in means from pre- to posttest in 2 measures. These were in their attitude towards police and government.

Both groups of younger children showed significant gains in the expected direction in 1 of the 2 measures of intellectual development. In the other measure, the control group showed an increase in mean in the expected direction while the experimental group showed a decrease in mean.

Suggestions for Further Research

These suggestions are offered for further research that would deal with the goals and objectives considered in this study: 1. Determine if preschoolers age 3.5-4.5 can be trained to solve matrices similar to Raven Colour Progressive Matrix. 2. Development of more refined instruments for measuring the attitude of adolescents towards work, school, self, fellow students, guidance counselors, teachers, school principals, and parents. 3. Development of instruments to measure the transfer of learning from teacher to adolescent to preschooler.

Order No. 73-15,494, 106 pages.

THE EFFECTS OF INTERGRADE TUTORING WITH GROUP GUIDANCE ACTIVITIES ON THE READING ACHIEVEMENT, SELF-CONCEPT, ATTITUDES TOWARD SCHOOL AND BEHAVIOR OF THIRD AND FOURTH GRADE TUTORS AND ON THE READING ACHIEVEMENT AND BEHAVIOR OF FIRST AND SECOND GRADE TUTEES

William Ernest GARDNER, Ed.D.
Wayne State University, 1973

Adviser: John Vriend

Statement of Problem Area

The major purpose of this study was to investigate the effects of intergrade directed tutoring with group guidance activities on the reading achievement, self-concept, attitudes toward school, and behavior of third and fourth grade low-achievers in a Detroit inner-city public elementary school. A secondary purpose of the study was to measure the effects of directed tutoring and group guidance activities on the reading achievement and behavior of first and second graders

(tutees) involved in the project.

Sources of Data

Research instruments used were: 1. The California Reading Tests, Upper Primary and Lower Primary, Forms W and X, 2. Bills' Elementary School Index of Adjustment and Values 3. A semantic differential scale, 4. A teacher evaluation form, and 5. A parent's informal questionnaire.

The Methodology Employed

The proposal for this study was submitted to the Department of Research and Development of the Detroit City Schools for approval. Permission was granted to conduct the study in a local inner-city public elementary school.

Letters were sent to the parents of 104 pupils requesting written permission for them to participate in the project. The subjects were entered into the program only after the written consent of the parents were returned to the school. All written permissions were granted before the program began. Staff orientation was conducted by the investigator, who was also the school principal, in an effort to apprise the staff of the project. Orientation was also provided for 104 pupils who had been selected to participate in the project.

The California Reading Test, Lower Primary, Form W was administered to the 52 subjects in the Tutee Experimental and Control Groups. The Upper Primary Level of the California Reading Test, Form W, was administered to the 52 subjects in the Tutor Experimental and Control Groups. Bills' Elementary School Index of Adjustment and Values and the semantic differential scale were also administered to the tutor groups. These tests were administered, in the order as stated, by the investigator with the assistance of adult supervisors in the project. Teacher evaluation forms were passed out to and completed by classroom teachers of all participants during the week the subjects were being pre-tested.

A two-group t-test was used to test mean gain differences between the experimental and control groups on reading achievement, behavior, self-concept, and attitudes toward school. (Tutees were tested on reading achievement and behavior only.)

At the conclusion of the ten-week tutorial program, post-tests were administered to the 96 subjects in the Experimental and Control Groups. Post-test reactions of the classroom teachers of all participants were gathered on teacher evaluation forms during the week the subjects were post-tested.

Major Findings

1. No significant difference was found between the experimental subjects, by groups, and the control subjects, by groups, on pre-test reading achievement mean scores.

2. Not all experimental tutee groups showed gains in reading achievement greater than did all the control tutee groups, as was predicted.

3. All experimental tutor groups showed gains in reading achievement greater than those of the control tutor groups, as was predicted.

4. The experimental tutors, as a group, showed gains in reading achievement greater than those of the experimental tutees, as a group.

5. Not all experimental tutee groups showed gains in behavior greater than those of the control tutee groups, as was predicted.

6. Not all experimental tutor groups showed gains in behavior greater than those of the control tutor groups.

7. All experimental tutor groups showed gains in self-concept greater than those of the control tutor groups.

8. Not all experimental tutor groups showed gains in attitudes toward school greater than those of the control tutor groups.

9. The experimental groups, as a whole, had slightly fewer absences during the treatment period than did the control group, as a whole.

10. The parents of the experimental subjects had positive feelings about the effects of their children's participation in the project. Order No. 73-31,723, 170 pages.

EFFECTS OF PEER TUTORING, HOMEWORK, AND CONSEQUENCES UPON THE ACADEMIC PERFORMANCE OF ELEMENTARY SCHOOL CHILDREN

Virgil William HARRIS III, Ph.D.
University of Kansas, 1972

The effects of peer tutoring procedures on the spelling and math performance of elementary school children were investigated in Experiment 1 and 2. In Experiment 1 (spelling) weekly test gains from pre-test to post-test were consistently higher for tutored word lists than for comparison word lists. In Experiment 2 (math) higher accuracies and rates of performance were always correlated with the tutored math sessions. Control conditions for both experiments suggested that interaction between students during the tutorial periods was responsible for the enhanced academic performance in spelling and math. When elementary school students were given daily homework assignments in social studies (Experiment 3) and math (Experiment 4), relatively few children completed the assignments accurately and subsequent classroom performance in social studies and math was only slightly affected or was not affected. However, consequences provided for accurate completion of the homework assignments increased the number of students completing homework and the accuracy with which the homework assignments were completed. Further, assignment of homework and consequences for accurate completion of homework was associated with increased accuracy of performance in the classroom as compared to when no homework was assigned.

In the past several years, behavioral consequences have been extensively used to decrease the disruptive behavior of students in classrooms (e.g., O'Leary and Becker, 1967; Barrish, Saunders, and Wolf, 1969; Thomas, Becker, and Armstrong, 1968) and to increase students' attending or study behavior (e.g., Bushell, Wrobel, and Michaelis, 1968; Hall, Lund, and Jackson, 1968; Bailey, Wolf, and Phillips, 1970). More recently, attention has been focused on attempts to use behavioral consequences to modify directly academic performance (i.e., accuracy and response rate on academic tasks). These studies have been conducted with individual students (Lovitt and Curtiss, 1968, 1969; Lovitt and Esveldt, 1970; Kirby and Shields, 1972; Lovitt, Eaton, Kirkwood, and Pelander, 1971), with groups of students in experimental classroom settings (Miller and Schneider, 1970; Chadwick and Day, 1971; Ferritor, Buckholdt, Hamblin, and Smith, 1972), and with groups of students in traditional classroom settings (Lovitt, Guppy, and Blattner, 1969; Hopkins, Schutte, and Garton, 1971; Hamblin, Hathaway, and Wodarski, 1971; Sulzer, Hunt, Ashby, Komarski, and Krams, 1971; Hanley and Perelman, 1971). In general, the results of these studies indicate that rate and/or accuracy of academic performance may be improved through the use of direct consequences for academic performance. The series of studies to be described here incorporated experimental methodologies, measurement systems, and ways of providing consequences similar to those used in these earlier studies. In addition to examining the effect of various consequences on academic performance, the present studies investigated the effects of peer tutoring and homework assignments on academic performance. Order No. 73-11,893, 94 pages.

AN EXPERIMENTAL STUDY EXAMINING THE SELF-CONCEPT AND EFFECTIVENESS OF RESIDENT ASSISTANTS IN ROUTINE ON-THE-JOB TRAINING AND IN A SPECIAL TRAINING PROGRAM UTILIZING ENCOUNTERTAPES. [Pages 100-103, previously copyrighted material not microfilmed at request of author. Available for consultation at State University of New York Library at Albany]

James Arnold HAYES, Ed.D.
State University of New York at Albany, 1973

One of the main inferences of Rogers' theory of psychotherapy and personality change is that the individual who has a good understanding of himself will most likely be quite effective in interpersonal relationships. In human relations training programs one of the central goals is to develop an individual's ability to understand his own behavior and the behavior of others. This study explored Rogers' theoretical concept and the goals of human relations training by looking at the level of effectiveness and self-concept of undergraduate resident assistants who participated in leaderless training sessions based on the theory of group encounter.

Undergraduates are commonly employed as paraprofessional members of residence hall staffs. Accurate methods of identifying those who are most effective in dealing with students are quite valuable in the selection and training of resident assistants, for these individuals can have a great deal of influence on the socio-psychological development of college students. Duncan's Resident Advisor Evaluation Form is a standardized, forced-choice instrument used to measure resident assistant effectiveness. The Tennessee Self-Concept Scale is a widely used measure of self-concept. These instruments were used to compare resident assistants who received routine on-the-job training to those who received the same training plus exposure to five three-hour sessions of encountertapes. Twenty-six resident assistants received on-the-job training. Twenty-six resident assistants began the encountertape training but only eight completed the five three-hour sessions.

The hypotheses, which are concerned with the degree of change in self-concept and the effectiveness level of resident assistants, were tested through application of a repeated measures research design. Statistical procedures included analysis of variance and Pearson's product-moment coefficient of correlation. The subjects were volunteer resident assistants employed at the State University of New York at Albany.

The results of the study indicate that the resident assistant selection process at Albany may be quite adequate even though it is an entirely subjective process. Initial effectiveness scores for resident assistants in the study were fairly high. This made it quite difficult to obtain statistically significant increases in effectiveness scores due to exposure to on-the-job training and/or encountertape training.

Self-concept was found to be a relatively stable trait. Except in very specific dimensions of self-concept the encountertapes and on-the-job training produced no significant change in a positive direction. Other findings indicated that high self-concept is not necessarily associated with a high level of effectiveness, and the test instruments were not biased regarding the sex of the subjects in the study.

Order No. 73-24,357, 133 pages.

A COMPARATIVE DESCRIPTIVE STUDY OF MSU STUDENT VOLUNTEERS AND THE RELATIONSHIP OF THEIR BACKGROUND AND INDIVIDUAL CHARACTERISTICS TO STUDENT ACTIVISTS AND TO NON-VOLUNTEER STUDENTS

Maxie C. JACKSON, JR., Ph.D.
Michigan State University, 1972

The purpose of this study was to compare the characteristic profiles of MSU Student Volunteers to the characteristic profiles of MSU Non-Volunteer Students and student activists. More specifically, this study tested the overall hypotheses that a comparative descriptive study of the background and individual characteristics of MSU Student Volunteers and MSU Non-Volunteer Students would illustrate a closer profile relationship, i.e., background and individual characteristics, between MSU Student Volunteers and student activists than between MSU Student Volunteers and MSU Non-Volunteer Students.

Procedures

A comprehensive review of the research pertaining to student activists yielded a consistent profile of these students. Compared to non-activist students, they tended to be from families that were better educated and socioeconomically more privileged. They also tended to be from households that reflected a more democratic and anti-authoritarian atmosphere, and where intellectual and aesthetic activities were pursued and preferred.

The population from which the sample groups were selected included all of the Fall Quarter 1971 first-term freshmen entering Michigan State University that participated in a questionnaire survey developed and administered by the MSU Office of Evaluation Services. The inventories obtained personal history and opinion data from each of the students. The sample of MSU Student Volunteers included 108 students from the population group that made application to and volunteered via the MSU Volunteer Bureau within three weeks of the beginning of the term. A second sample of 171 MSU Non-Volunteer Students was randomly selected from the population group minus those in the first sample.

Inventory items that were identified as relevant to testing the hypotheses were selected for analysis. An .05 level of significance was needed to accept each of the ten hypotheses, eight of which were tested by a Chi-Square analysis and two by a t-test.

Conclusions

An analysis of the data resulted in the following conclusions:

1. MSU Student Volunteers were not from higher socio-economic status backgrounds than MSU Non-Volunteer Students, i.e., family income, professional occupations and educational achievement.
2. MSU Student Volunteers did not perceive their parents as being devoted to intellectual and esthetic pursuits more than did MSU Non-Volunteer Students.
3. MSU Student Volunteers did perceive their households as being more democratic and anti-authoritarian than did MSU Non-Volunteer Students.
4. MSU Student Volunteers did not perceive their parents as participants in selected civic activities more than did MSU Non-Volunteer Students.
5. MSU Student Volunteers did not hold more leadership positions in high school than did MSU Non-Volunteer Students.
6. MSU Student Volunteers had not enjoyed selected "out-of-class" experiences and accomplishments more than had MSU Non-Volunteer Students.
7. MSU Student Volunteers did participate in and/or appreciate more, intellectual and aesthetic activities and events than did MSU Non-Volunteer Students.
8. MSU Student Volunteers were not better informed about political events than were MSU Non-Volunteer Students.
9. MSU Student Volunteers were not more self-confident than were MSU Non-Volunteer Students.
10. MSU Student Volunteers were more interested in helping other people than were MSU Non-Volunteer Students.

Order No. 73-12,743, 105 pages.

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN RESIDENCE HALL ASSISTANT EFFECTIVENESS AND SELECTED VARIABLES

Linwood JACOBS, Ed.D.
University of Virginia, 1973

Major Professor: Dr. Paul B. Walter

PROBLEM

The purpose of this study was twofold: (1) to investigate the relationship of selected variables with resident assistant effectiveness, and (2) to determine the best combination and weighting of these variables to predict resident assistant effectiveness.

The following hypotheses were tested

1. There will be no significant relationship between resident assistant effectiveness ratings and any sub-test on the Guilford-Zimmerman Temperament Survey (G-ZTS).
2. There will be no significant relationship between resident assistant effectiveness ratings and the Carkhuff Index of Discrimination (CID).
3. There will be no significant relationship between resident assistant effectiveness ratings and recommendation rating.
4. There will be no significant relationship between resident assistant effectiveness ratings and interview ratings.
5. There will be no significant relationship between resident assistant effectiveness ratings and the University Information Test score.
6. There will be no significant relationship between resident assistant effectiveness ratings and grade point average.
7. There will be no significant multiple correlation between resident assistant effectiveness ratings and any weighted linear combination of predictor variables.

SAMPLE AND PROCEDURES

The sample consisted of 63 male and 40 female resident assistants. This group of 103 resident assistants comprised the total complement of resident assistants employed in residence halls designated for first-year students.

The Duncan Resident Advisor Evaluation Form (RAEF) was completed by the students residing on each of the 103 resident assistants' halls for which they were responsible. Residents were requested to complete and return the answer sheets in sealed envelopes to their respective resident assistants. Eighty-three percent of the first-year class participated in the study. The investigator administered the Carkhuff Index of Discrimination to the subjects. Information regarding the other variables was obtained from the files of the Office of Student Affairs.

FINDINGS

Hypothesis I which stated that there would be no significant relationship between resident assistant effectiveness and any sub-test on the G-ZTS was rejected. The correlation between four G-ZTS sub-tests, General Activity, Objectivity, Friendliness, and Personal Relations, and the RAEF were found to be significant at the .05 level of confidence. Hypotheses II through VI which concerned relationships between resident assistant effectiveness and the Carkhuff Index of Discrimination (CID) scores, Recommendation and Interview ratings, University Information Test scores, and grade point averages were retained.

Hypothesis VII which stated that there would be no significant multiple correlation between resident assistant effectiveness ratings and any weighted linear combination of predictor variables was rejected. This hypothesis dealt with establishing an equation to predict effectiveness ratings from scores on the predictor variables. The multiple R between four of the predictor variables, G-ZTS sub-tests Objectivity, Emotional Stability, Sociability, and General Activity, and the RAEF was .347 which was significant at the .05 level of confidence.

CONCLUSIONS

The conclusions of this investigation of resident assistant effectiveness are as follows:

1. The screening process that was used in the selection of resident assistants at the University of Virginia resulted in resident assistants who were perceived by residents as being highly effective.
2. Significant correlations do exist between resident assistant's characteristics and their effectiveness.
3. Even within a group of resident assistants who are selected by a very rigorous screening process, a prediction schema can be developed. This implies that prediction schemas may be found to be a valuable tool for selecting resident hall assistants at universities where less rigorous methods are employed.

Order No. 73-24,981, 131 pages.

THE EFFECT OF THE HELPING EXPERIENCE UPON THE SELF-CONCEPT OF THE HELPER

KELLY, Hal James, Ph.D.
University of Pittsburgh, 1973

This study was directed toward the exploration of one of the usually unstated premises by which many people who function as helpers of others operate: in the helping of other people, the person in the helping role enhances the process of personal change for himself. It was hypothesized that therapeutic behavior with regard to the helper was likely to generate change in self-concept and other dimensions related to self-perception as subscribed in client centered therapy.

At a small Catholic college in rural Pennsylvania during the 1971-72 academic year, 26 untrained freshman students, committed to working as volunteer helpers in face-to-face relationships with retarded children, were selected for observation. This group was compared to two other groups: 1. a group of freshman students committed to general service projects of a less personal nature in the campus community and, 2. freshman students identified by interviews as uncommitted to any ongoing service or helping projects of an altruistic nature.

Two instruments were used for making observations of the three groups at the inception and the completion of the study. One was a simple card sort of attributive statements, the Q Sort, by which subjects indicated their self-concepts, concepts of others and self-ideals. The High School Form of Bills' Instrument of Adjustment Values was used to obtain other measures of self-concept, self-acceptance, self-ideal, perceived self-concepts of others, self-acceptance of others and self-ideal of others.

Verification of the effect of the helping relationship upon self-concepts and related perceptions of helpers was sought through comparisons among and between the three observed groups over the six month duration of the study.

The three groups of participants were compared at the outset of the study and not found to be significantly different in admission criteria and self-concepts. The Helper group was observed to exhibit the greatest amount of increase in the most dimensions pertaining to perceptions of self and others in comparison with the other two groups over the duration of the study. Conversely, with regard to self-ideal measurements, the Helper group changed the least. In fact, the mean change in one measure of self-ideal even declined somewhat for the Helper group.

Among the groups, the Noncommitted group of students made the fewest mean changes for the dimensions pertaining to self and others.

The study generally demonstrated that students who helped others on a face-to-face basis underwent greater positive

change in self-concept and other related dimensions that did students who helped in service projects. Students who helped on a face-to-face basis underwent an even greater change in comparison with students who did not participate as helpers at all. Finally, in comparison with the latter mentioned noncommitted students, the study further demonstrated that students who helped in service projects underwent some greater measure of change in a positive direction.

The results of this study document the benefits which one group of freshman students at a small liberal arts college received by serving as helpers in intimate helping relationships with retarded children.

Students who participated as helpers in less personal service capacities were observed to show positive change in their perceptions of themselves and others, but not to as large a measure as the change experienced by the helpers in personal relationships. The service helpers also showed a decreased discrepancy between their self-concept and self-ideal measurements.

Students who were identified as noncommitted to either intimate or service helping relationships were not observed to have undergone significant positive change in their perceptions of themselves or other people. Over the observed period, measurements for self-concept and self-ideal for the noncommitted students did not show a reduction in differences.

Order No. 74-14,964, 142 pages.

SOME EFFECTS OF TUTORING EXPERIENCES ON TUTORING AND TUTORED ELEMENTARY SCHOOL CHILDREN

Wylie Coleman JONES, JR., Ed.D.
University of Georgia, 1973

Supervisor: Bert O. Richmond

The effects of cross-age tutoring projects on self-esteem and attitudes toward subject matter is an area previously unexplored. The present study tested changes in self-esteem as measured by the Coopersmith Self-Esteem Inventory (SEI) and the drawing height on the Draw-a-Person (DAP). This study also tested changes in attitude toward reading as measured by the Estes Attitude Toward Reading Scale (ATRS).

The sample was comprised of 172 rural, Black children from low socio-economic environments who attended school in a northeast Georgia school system. Children in the sample were at least one year behind in reading as measured by the reading subtest of the Wide Range Achievement Test (WRAT) and had IQ scores of 55 or above as measured by the Columbia Mental Maturity Scale (CMMS).

Third and sixth grade children were randomly assigned to tutee and control groups. Fifth and eighth grade children were randomly assigned to tutor and control groups. Tutors and tutees were paired in order to assure that no tutor was reading at a lower level than his tutee. After four training sessions for the tutors, both experimental and control groups used the Power Builders cards from Science Research Associates (SRA) Reading Laboratories twice a week for 45 minutes per day. Teachers were available for both experimental and control groups, but only gave help when called upon. Teachers rotated between experimental and control groups.

On the self-esteem measures, a significant difference between adjusted posttest scores of experimental and control groups was found only in one case. Eighth grade tutors had significantly higher DAP scores than their controls ($p < .05$). Even here, the difference resulted more from decrease in scores of controls than from increase in scores of tutors.

Changes in attitude toward reading was only significant between fifth grade tutors and controls ($p < .05$). However this difference in attitude resulted primarily from decrease in scores by the control group rather than from gains in scores made by tutors.

A significant difference in reading gain was shown by sixth grade tutees over their controls ($p < .05$). Eighth grade tutors and controls both showed 0.3 of a year gain in reading, which is more gain than was to be expected ordinarily for these students.

While results of the program were not noted as predicted, this does not imply that the program was not successful, nor that a similar program would not succeed. Rather, implications are that the outside factors influencing the lives of these children are far more powerful than might be expected from a review of the literature.

The results of the tests of the author's hypotheses encourage further investigation in the same areas studied, but over a longer time period, and with total support from teachers.

Order No. 74-4825, 123 pages.

I. STUDENT VOLUNTEER EFFECTIVENESS IN A DELINQUENCY PREVENTION EXPERIMENT. II. VALIDATION OF A SELECTION DEVICE FOR VOLUNTEER PROBATION OFFICERS

Thomas Michael KELLEY, Ph.D.
Wayne State University, 1972

Adviser: August Kerber

The main objective of the present study was to investigate the effectiveness of one-to-one counseling relationships between college student-paraprofessionals and "pre-delinquent" adolescents whose acting-out behavior had not yet reached a repetitive or assaultive nature. Some 50 male undergraduate students from Wayne State University and Wayne County Community College in Detroit, Michigan were recruited, trained and supervised in one-to-one counseling relationships with male adolescents referred from the Intake Department of the Wayne County Juvenile Court, also in Detroit. Students worked with their assigned juveniles for an entire academic year, spending a minimum of two to three hours per week with their cases. Class discussion and problem-solving sessions were held weekly. For their involvement in the program, students received from 5 to 12 hours of academic credit in Psychology.

Pre and post measures of school grades, attendance, recidivism rates, and the Jesness Personality Inventory were collected for the treatment group and for a matched control group containing an equal number of subjects. Behavior ratings for both groups before and again after treatment were also obtained from school counselors, parents, and the student volunteers. Appropriate statistical computations were utilized to evaluate treatment impact.

Results indicated that the treatment was not effective in preventing further delinquent behavior on the part of treatment youth as measured by either the number of treatment group recidivists, or the seriousness of offenses committed by recidivists. No significant differences were found between treatment recidivists and non-recidivists for the number of counseling contacts per month, number of hours per contact, number of contact months, age of student counselor, college of student counselor, or whether or not the student counselor had previous supervised counseling experience with adolescents. The treatment also proved to be ineffective in terms of improving school grades or attendance of treatment group youth. Furthermore, there were no significant differences between the total treatment and control population on any of the sub-scales of the Jesness Personality Inventory.

Companion counseling was effective in improving the school behavior of treatment group youth as judged by the ratings of school counselors. Significant improvements in school behavior (compared to the control group) also generalized to both Wayne State University and Wayne County Community College sub-groups. The treatment was further effective in improving the level of adjustment and ability to cope with problems for treatment group youth as measured by the ratings of the student counselors. Also, the treatment was judged effective in

improving the behavior of treatment group youth at home as measured by the ratings of parents. Furthermore, treatment group adolescents counseled for longer periods of time tended to display lower rates of school truancy. Those treatment group adolescents counseled by students from Wayne County Community College when compared to the control group showed significant improvement on the Jesness Personality sub-scales of Immaturity and Social Anxiety. Finally, treatment group adolescents counseled for longer periods of time tended to improve on the Jesness Personality sub-scale of Withdrawal.

A secondary goal of the present project was to validate a potential selection instrument for volunteer probation officers called the Critical Incident Response Test. This instrument was developed by the Volunteer Case-Aid Department at the Oakland County Juvenile Court in Pontiac, Michigan. The instrument was administered to approximately 50 experienced and inexperienced student volunteers at the Wayne County Juvenile Court. The ability of the test to distinguish between experienced and inexperienced student-paraprofessionals was also evaluated.

Results indicated that the Critical Incident Response Test displayed a high level of concurrent validity for the Wayne County student volunteers. Individual items of the CIRT had little power to discriminate between experienced and inexperienced volunteers. Although the experienced group scored significantly higher on the instrument than the inexperienced group, other manipulations of the data seemed to indicate that these differences were probably due to variables other than experience or success as a volunteer.

Order No. 73-12,548, 140 pages.

A DESCRIPTION AND EVALUATION OF A PROGRAM TO TRAIN UNIVERSITY STUDENT PEER COUNSELORS TO COMMUNICATE UNDERSTANDING, ACCEPTANCE, AND SINCERITY

Ronald Richard KOPITA, Ph.D.
The University of Michigan, 1973

Chairman: Garry R. Walz

The purpose of this investigation was to explore the effects of an experimental training program for potential university student peer counselors designed to improve their outward communication of understanding, acceptance, and sincerity in a therapeutic relationship. The following major hypotheses, stated in null form, were examined:

1. There will be no statistically significant difference between the pre- and post-test mean scores within each of the three treatment groups regarding the development of verbal skills to communicate understanding, acceptance, and sincerity.
2. There will be no statistically significant difference between the pre- and post-test mean scores between the three treatment groups regarding the development of verbal skills to communicate understanding, acceptance, and sincerity.
3. Within each group, there will be no statistically significant difference between the pre- and post-test mean scores of the instruments which measure those attitudes essential for communicating understanding, acceptance, and sincerity.
4. Between each group, there will be no statistically significant difference between the pre- and post-test mean scores of the instruments which measure those attitudes essential for communicating understanding, acceptance, and sincerity.

These four major null hypotheses were translated into sub-hypotheses appropriate to the measuring instrument used for the study. A pre- post-control group design was utilized for the research. The subjects were forty-two university students enrolled in an introductory educational psychology course at the University of Michigan during the fall term 1972. Students were matched according to age, sex, marital status, year in school, and academic major, and randomly assigned to one Experimental Group and two control groups.

The experimental training program was an adaptation of Gilmore's (1969) training procedure and was administered over a fifteen-week period. The program was designed to train peer counselors specifically to improve their skills in communicating understanding, acceptance, and sincerity by: (1) providing opportunities for the individual to confront, explore, and expand his limitations of understanding acceptance, and sincerity; and (2) structuring activities to practice directly the behaviors which communicate these three attitudes. Control Group A utilized a structured human relations training program, while Control Group B relied on an unstructured human relations training program. Sample sizes for the Experimental Group, Control Group A, and Control Group B were thirteen, fifteen, and fourteen, respectively.

The following instruments were used in gathering the pre-post-data: The Accurate Empathy, Nonpossessive Warmth, Genuineness, and Overall Therapeutic Relationship Subscales of Truax's Therapeutic Relationship Questionnaire were used to assess group members' ability to outwardly communicate understanding, acceptance, and sincerity, while Berger's Acceptance of Self and Others Scale, Rokeach's Dogmatism Scale, and the California Psychological Inventory (Fx and Py Subscales) were employed to examine those attitudes of the group members purported to enhance the communication of understanding, acceptance, and sincerity.

Based on the analyses, the following findings were obtained:

1. The Experimental Group showed significant within group changes for both the performance and attitudinal measures; Control Group A showed significant within group changes on the performance measures and the Acceptance of Self and Others Scale; and Control Group B obtained nonsignificant within group changes on all the scales except the Fx Subscale in which a negative t-value was obtained.
2. Across group comparisons revealed limited statistical significance except for dogmatism and Fx scores where the Experimental Group showed the greatest positive changes.
3. Directional trends indicated that the Experimental and Control Group A training programs produced the most favorable changes.

The following major conclusions were drawn from both the data analysis and overall observations of the author:

1. Ability to communicate understanding, acceptance, and sincerity in a therapeutic relationship can be affected through both "behavioral tryouts" and attitude self-assessment, but more adequate ways of measuring change are needed.
2. From the supervising counselor's point of view, in selecting peer counselor trainees, it is especially critical to select those individuals who are characteristically similar and who possess those personal qualities which foster change when exposed to new experiences.
3. Structured training programs tend to produce more favorable attitude and performance changes than unstructured training programs.
4. Attitudes of acceptance, dogmatism, and flexibility psychologicalmindedness appear to be tangential to the outward communication of understanding, acceptance, and sincerity, and appear not to have any direct relationship to enhancing the therapeutic triad.
5. A replication of this study in different settings is needed.

Order No. 74-3664, 310 pages.

A STUDY OF THE USE OF UNDERACHIEVING STUDENTS AS TUTORS FOR EMOTIONALLY DISTURBED CHILDREN

Virginia Oleson KREUTZER, Ph.D.
Brigham Young University, 1973

Chairman: Lester N. Downing

The purpose of this study was to determine the effect a student tutoring program for emotionally disturbed children of the Utah State Hospital Youth Center had on tutors in the

areas of reading, personal adjustment and social adjustment during the period from November 1, 1972, to April 1, 1973. The tutors were selected from underachieving students in the ninth grade at Farrer Junior High School. There was no significant difference between the tutor experimental group and the control group after the tutoring experience. Efforts at measurement and statistical workup failed to demonstrate change. Order No. 73-29,512, 131 pages.

PEER UTILIZATION AS A PRIMARY AGENT FOR EFFECTING BEHAVIORAL CHANGE IN MENTALLY RETARDED CHILDREN

Jerome Elliott KRISTAL, D.Ed.
University of Oregon, 1973

Adviser: Earl Brabandt

Purpose

The purpose of the study was to determine whether the use of peer models facilitated the acquisition of appropriate social behaviors deemed necessary for the successful integration of educable mentally retarded (EMR) subjects into a regular class setting. The three major hypotheses presented were:

1. There would be no difference in the proportion of appropriate social behavior rating between EMR children paired with peer models and those EMR children not paired with peer models.
2. There would be no difference between the proportion of appropriate social behaviors across phases for the EMR children children paired with peer models and the EMR children not paired with peer models.
3. There would be no difference in the gains in social acceptability ratings for EMR children paired with peer models and EMR children not paired with peer models.

Order No. 73-28,608, 140 pages.

THE ROLE OF RESIDENCE HALL COUNSELORS AS PERCEIVED BY ADMINISTRATORS, RESIDENT ASSISTANTS, AND STUDENTS

Larry Lee MANGUS, Ed.D.
Indiana University, 1972

Chairman: Dr. Elizabeth A. Greenleaf

The purpose of this study was to determine the perceptions of the role of residence hall counselors as held by administrators, resident assistants, and students at Indiana University.

The data for the study were obtained from a 77 item questionnaire which was developed from the descriptions of the resident assistant position as listed in the Staff Manual: Indiana University Residence Halls and Undergraduate Students as Members of the Residence Hall Staff. The items in the instrument were grouped under five major areas of responsibility of residence hall counselors: (1) assisting individual students, (2) enforcing rules and regulations, (3) establishing the environment in the residence hall, (4) advising student groups, and (5) performing administrative duties. The questionnaire, which had a reliability test score of .86, was distributed to 163 administrators, 195 resident assistants, and 2,132 students living in two residential centers at Indiana University. There was a 91 per cent return from administrators, a 92 per cent return from resident assistants, and a 73 per cent return from students.

The participants rated each item in the questionnaire on a five choice continuum ranging from strongly agree to strongly disagree. The responses to the items in the questionnaire were key punched on IBM data cards. Frequency and percentage distributions were determined by means of the QUAPI computer program. The BMDO2S Contingency Table Analysis program was used to test for significant differences of opinion among the three publics as well as among students when analysed by sex, class rank, and differentiated housing programs. The .05 level was used to accept or reject a null hypothesis.

The responses of students differed significantly from the responses of administrators and resident assistants for 69 and 67 of the 77 items respectively. The responses of administrators and resident assistants were more positive than the responses of students to nearly all of the items. Students responded negatively to items with which they could personally identify, i.e., to items which indicated the resident assistant should have some concern about the well-being, personal life style, environment, or academic conerns of students. They also responded negatively to items which dealt with resident assistants reporting students who violate university and residence hall regulations and state laws.

The opinions of administrators differed from resident assistants for 46 of the 77 items. Administrators responded more positively than resident assistants to items concerning the enforcement of rules and regulations, the setting of examples for students to follow, and the performance of some administrative duties.

Female students responded more positively toward items dealing with rule enforcement whereas male students responded more positively to receiving academic assistance from resident assistants.

Freshmen responded less positively to items with which they could personally identify. Sophomores, juniors, and seniors were more positive toward items dealing with resident assistants helping individual students. Seniors responded more negatively in the areas of enforcing rules and regulations and being an example for students to follow.

The physical structure of the residence hall and the existence of differentiated housing programs had an impact upon the perceptions that students had of the role of resident assistants. The responses of members of foreign language houses, self-governing upperclass units, cooperative living units, apartment type cooperative units, and residence scholarship units varied significantly from non-differentiated housing students. The responses of members of special academic floors and freshmen-sophomore halls did not very significantly when compared with non-academic residents and randomly assigned freshmen and sophomores. Order No. 73-6987, 303 pages.

THE EFFECTIVENESS OF PEER-LED AND ADULT-LED GROUP COUNSELING OF BEHAVIORAL PROBLEM GIRLS IN A MIDDLE SCHOOL

Arthur L. MARGRO, Ph.D.
Fordham University, 1973

Mentor: Robert Naun

The purpose of this study was to examine the effectiveness of peer-led and adult-led group work with behavioral problem girls in a middle school in a Westchester community in New York State. This study compared the pre-post change in four groups: one led by a school counselor, one led by a counselor with a peer as co-leader, one led by a peer as group leader, and a control group.

The selected subjects were randomly assigned to four groups of 8, 8, 8, and 8. The groups met for 16 sessions. The group leaders were a fully certified New York State female guidance counselor and a trained eighth grade female peer.

In order to determine the effects of the different group leaders, all subjects were administered the Education Scale,

the Self-Others Questionnaire, the Rating Scale for Pupil Adjustment, and the Picking Friends sociometric test at the beginning and end of the counseling sessions. In addition, the experimenter tabulated the number of absences, detentions, and tardinesses accruing for each subject during the pre-counseling and post-counseling periods. The data obtained from these sources were submitted to statistical treatment.

The following were the results of the analysis of the data:

1. The analysis of the pre-counseling and post-counseling mean scores for detentions showed fewer detentions for all four groups with the peer-led group showing the greatest decrements in the post-counseling period when comparisons were made among the Counselor-led, the Counselor and Peer-led, the Peer-led, and the Control groups.

2. The analysis of the pre-counseling and post-counseling mean scores of the number of absences of the subjects in the groups showed no significant reduction in the number of times absent from school when comparisons were made among the Counselor-led, the Counselor and Peer-led, the Peer-led, and the Control groups.

3. The analysis of the pre-counseling and post-counseling mean scores of the number of tardinesses of the subjects in the groups showed no significant reduction in the number of times tardy to school when comparisons were made among the Counselor-led, the Counselor and Peer-led, the Peer-led, and the Control groups.

4. The analysis of differences between the pre- and post-test mean scores of the Education Scale indicated no significant change in attitude toward school when comparisons were made among the Counselor-led, the Counselor and Peer-led, the Peer-led, and Control groups.

5. The analysis of the difference between the pre- and post-test mean scores of the Self-Others Questionnaire indicated no significant change in attitude toward self or toward others in the subjects when comparisons were made among the Counselor-led, the Counselor and Peer-led, the Peer-led, and Control groups.

6. The analysis of the differences between the pre- and post-test mean scores of the Rating Scale for Pupil Adjustment showed no change in teacher rated pupil adjustment when comparisons were made among the Counselor-led, the Counselor and Peer-led, the Peer-led, and Control groups.

7. The analysis of the differences between pre- and post-test mean scores showed no significant change in choice of friends as measured by the sociometric test Picking Friends when comparisons were made among the Counselor-led, the Counselor and Peer-led, the Peer-led, and Control groups.

Order No. 73-16,053, 144 pages.

THE EFFECTS OF PEER-TUTORING ON LOW ACHIEVING, DISADVANTAGED STUDENTS IN POLK COMMUNITY COLLEGE

Morris Bill MOORE, Ed.D.
Mississippi State University, 1973

Director: Dr. Walter E. Sistrunk

The purpose of this study was to compare peer-tutored, low achieving, disadvantaged students and a similar group of non-tutored students to determine if peer-tutoring could influence academic achievement in English and social science. The subjects in this study were first semester freshmen at Polk Community College. They were 1972 high school graduates, having Florida Twelfth Grade Test Scores below the 40th percentile in a sub-score area of English or social science.

Seventy-two low achieving, disadvantaged students were selected, using stratified random sampling techniques, and assigned to peer-tutored and non-tutored groups in English 101. Sixty-six low achieving, disadvantaged students were selected and assigned in a similar manner in American Studies 105. This represents a 20 per cent stratified random sample in each of the peer-tutored and non-tutored groups chosen to represent the same percentage of sex, race, and achievement level as that of the total disadvantaged, low achieving, subject area population. All students in both the experimental and control groups were assigned to the same teacher in their respective subject areas.

The peer-tutors were chosen from high achieving, disadvantaged students who had completed English or social science the previous year. The peer-tutors received ten hours of training in techniques of tutoring. The peer-tutored groups received two hours per week of tutoring during the semester. The non-tutored groups received no special treatment.

All students in the study were given a teacher-made, 50 item, objective test during the first week of the fall term. The test in each subject area was based on the course objectives.

One week before the close of the fall term, the students in each subject area were given a 50 item, teacher-made, objective test. The tests were based on the course objectives.

Analysis of co-variance was used to compute an adjusted F ratio for each subject. Mean comparisons were made through the use of the t test of quality point averages between the peer-tutored and non-tutored groups in each subject area. A t test was used to compare a third group of randomly selected students' quality point averages in each subject area with the peer-tutored and non-tutored students' quality point averages.

The problem was structured by seeking answers to eight questions concerning academic achievement of low achieving, disadvantaged students. Based on data analyzed in this study, the following conclusions appear to be warranted.

1. There was no statistically significant difference in the achievement of peer-tutored, disadvantaged, low achieving students, and similar non-tutored students in the area of English or in the area of social science, when measured by pre-test, post-test methods.

2. There was no statistically significant difference in the achievement of peer-tutored, disadvantaged, low achieving students and similar non-tutored students in the area of English or the area of social science, when measured by comparing quality point averages in each subject area.

3. There was no statistically significant difference in the achievement of peer-tutored, disadvantaged, low achieving students and randomly selected students in the area of English or the area of social science, when measured by comparing quality point averages in each subject area.

4. There was no statistically significant difference in the achievement of non-tutored, disadvantaged, low achieving students and randomly selected students in the area of English or the area of social science, when measured by comparing quality point averages in each subject area.

It is recommended that studies should be undertaken with larger sample sizes, unlimited amounts of peer-tutoring and careful control of the tutoring to correlate with course objectives.

Order No. 74-2904, 99 pages.

THE EFFECT OF GLASSER PEER GROUP COUNSELING UPON ACADEMIC PERFORMANCE, SELF SATISFACTION, PERSONAL WORTH, SOCIAL INTERACTION AND SELF ESTEEM OF LOW ACHIEVING FEMALE COLLEGE FRESHMEN

Michael Brian O'NEIL, Ph.D.
The University of Akron, 1973

It was the purpose of this study to investigate the effect of Glasser peer group counseling on residential female, college freshmen who demonstrated patterns of low achievement and low self esteem. Low achievement was determined by a first semester grade point average of 2.2 or below. Students below the mean on the Tennessee Self Concept Scale were considered as possessing a low self esteem. The study utilized student group leaders trained in Glasser group techniques. The sample consisted of 48 volunteer female college freshmen. The in-

vestigator expected to find significant differences in grade point average between those receiving Glasser group counseling and those receiving no group counseling. He also expected to find significant differences in self satisfaction, personal worth, social interaction and self esteem as measured by the Tennessee Self Concept Scale between those receiving Glasser group counseling and those receiving no group counseling. The sample was divided into low ability and high ability groups by predicted grade point averages recorded by the Admissions staff. Experimental results were analyzed by utilizing five two way analyses of variance to test five null hypotheses. The investigator reported that there were no statistically significant differences in grade point averages, nor in the self satisfaction, the personal self, the social self or the self esteem scales as measured by the Tennessee Self Concept Scale between those receiving Glasser group counseling and those receiving no group counseling. Order No. 74-9774, 109 pages.

A STUDY OF THE EFFECT OF PEER COUNSELING ON THE CONCEPT OF SELF AND OTHERS OF NINTH GRADE STUDENTS AT CHRISTIAN BROTHERS HIGH SCHOOL

Luther Axsel PARKER, Ed.D.
Memphis State University, 1973

The purpose of this study was to evaluate the effects of peer counseling on the concept of self and others of ninth grade students at Christian Brothers High School in Memphis, Tennessee. The study was organized to measure the effects of counseling leadership, group size, and treatment replication using one self-concept scale and one semantic differential to indicate change in self concept, one semantic differential to indicate change in perception of others, and one semantic differential to indicate preference for leadership and preference for group size. The effects of the three independent variables (leadership, size of group, and replication) were determined by a statistical analysis of the change scores (the difference between the pre-test and post-test administration of the Tennessee Self-Concept Scale, Semantic Differential I, and Semantic Differential II) and by a statistical analysis of the post-test scores of Semantic Differential III, Parts A and B.

One hundred thirty-five ninth grade students participated in the study. These students were randomly assigned to one of three groups: experimental group (peer counseled), control group 1 (professional counseled), and control group 2 (no counseling). Three peer counselors worked with the experimental group and three professional counselors worked with the control 1 group. Each counselor had one group of five members and one group of ten members. The remaining forty-five students made up control group 2, which received no counseling. The counseling groups met for a fifty-minute session each week for a total of sixteen weeks.

The following instruments were administered to all subjects as a pre-test and post-test measure: 1. The Tennessee Self-Concept Scale. 2. Semantic Differential I. 3. Semantic Differential II. The experimental group and control group 1 received an additional post-test, Semantic Differential III: A-B. The analysis of these data revealed:

1. There was no significant difference in the effects of leadership between the experimental and the two control groups; however, there was a significant difference between control group 1 and control group 2. Control group 1 evidenced a more positive effect on the self-concept of the students. A preference for peer or professional leadership was not indicated.

2. The data did substantiate a difference in the effects between the small counseling group and the large counseling group. The small counseling group produced a positive change in self-concept; the large counseling group produced a negative change in self-concept. The students stated a definite preference for a small counseling group over the large group.

3. There was a significant difference among replications. The individual characteristics of the counselors, both peer and professional, produced a significant variation in scores among the groups.

4. A lesser degree of satisfaction with size of counseling group was expressed by students who received professional counseling in the large group than by students in other counseling groups.

This study suggests that peer counseling is a sound and worthwhile endeavor. Professional counselors might utilize peer counseling as a supplementary part of their counseling program. Order No. 73-22,637, 113 pages.

THE EFFECTIVENESS OF A BRIEF COMMUNICATIONS SKILLS PROGRAM INVOLVING FACILITATIVE RESPONDING AND SELF-DISCLOSURE TRAINING FOR STUDENT VOLUNTEERS IN COLLEGE RESIDENCE HALLS

Jaquelyn Liss RESNICK, Ph.D.
The University of Florida, 1972

Chairman: Joe Wittmer

The purpose of this study was to develop and investigate the effects of a brief communication skills program on the interpersonal effectiveness of participants in the Student Volunteer program at the University of Florida. Student Volunteers are selected undergraduate students who enroll in a credited course related to student development in the university setting and who are expected to serve as general peer counselors to fellow students in the residence halls. Research has demonstrated the potential effectiveness of training paraprofessionals to facilitate their interpersonal functioning with helpees.

An experimental treatment program which integrated communication skills with additional self-disclosure training (Group I) was compared with a communication skills training program alone (Group II) and a control group receiving delayed treatment following the investigation (Group III). A two-part model of communication was employed: the generator of the message, the discloser; and the perceiver who assigns meaning to the communication, the facilitative respondent.

The training program combined three major trends in methodology: systematic, integrated didactic and experiential training; the use of videotape and Interpersonal Process Recall; and the microcounseling paradigm. The training was led by two experienced counselors from the University Counseling Center. The three groups were composed of 15 female members each.

The dependent variables were Facilitative Responding (FR); Helpee-Disclosure (HD); and Self-Disclosure (SD). The null hypotheses were that there would be no systematic interaction effects between treatment and time of testing across groups for the three dependent variables.

The Ss acted as helpers and helpees in separate 15-minute analogue counseling sessions with standard partners both before and after the experimental treatment. Excerpts from these audiotape-recorded interviews were coded, randomly ordered, and submitted to trained judges for rating. The instruments used were two process rating scales: the Gross Ratings of Facilitative Interpersonal Functioning Scale (GIF), and the Helpee Self-Exploration in Interpersonal Process Scale (DX). Measures of FR were obtained from the GIF scale; measures of HD and SD were obtained from the DX scale. The rater reliability (r) calculated between judges ranged from .91 to .98.

According to the split-plot design with repeated measures, a two-way analysis of variance was performed across the three groups for each dependent variable. Significant pre- to post-treatment gains were found across groups for FR and SD. However, the null hypotheses were accepted since interaction effects did not reach statistical significance. It was not possible to conclude from the analysis of the data that any one treatment demonstrated greater effectiveness as a training program.

It was interesting to note that for Group I, pre- to post-treatment gains were significant at the .05 level with respect to FR. These differences were not found for the other two groups. Subjective evaluations made by the trainees following treatment indicated that they perceived the training as a valuable experience. This was not confirmed by the objective ratings, where the average base level of functioning was found to be significantly less than minimally facilitative.

The relationship between FR and HD was re-examined in terms of helpee-characteristics. Pearson product-moment correlations between FR and HD were calculated for pre-treatment, post-treatment, and combined data. The relationship between FR and HD was found to be statistically significant for low disclosers, as expected. For high disclosers, however, the correlations between FR and HD did not reach significance, suggesting that the depth of self-exploration of high disclosers is independent of the level of facilitative conditions offered.

The implications of these findings were discussed with respect to the training program and the theoretical and methodological issues regarding the complex relationship between FR and HD. Limitations of the current program were noted and directions for further research were indicated.

Order No. 73-29,206, 131 pages

EFFECTS OF A SEMISTRUCTURED LISTENING GROUP EXPERIENCE ON FRESHMEN RESIDENCE HALL STUDENTS AT THE UNIVERSITY OF WISCONSIN-WHITEWATER. [Pages 82-116, previously copyrighted material not microfilmed at request of author. Available for consultation at the Indiana University Library]

Vernon Lee REXROAT, Ed.D.
Indiana University, 1973

Chairman: Dr. Darien F. Brown

Problem: The problem of the study was: (1) to investigate the effects of a semistructured listening group experience on experimental subjects' semantic perceptions of self and others and their perceptions of their residence hall environment; (2) to investigate the effects of a semistructured listening group experience led by a paraprofessional leader on the experimental subjects' semantic perceptions of self and others and their perceptions of their residence hall environment; and (3) to investigate the effects of a semistructured listening group experience led by a professional group leader on the experimental subjects' semantic perceptions of self and others and their perceptions of their residence hall environment.

Procedures: A post-test only control group design was used to determine if there were significant differences between the three treatment conditions and controls. Thirty UW-W freshmen students were randomly assigned from a group of 243 to each of the three treatment groups and the control group. Treatment One consisted of three groups of students using the Listening Group Program led by professionals (Master's Degree in Counseling and thirty hours of group experience). Treatment Two consisted of three groups of students using the Listening Group Program led by paraprofessionals (upperclass undergraduate students), and Treatment Three, designed to control for the placebo effect, consisted of three groups of students not using the Listening Group Program led by paraprofessionals. Group members' responses on two semantic differential scales and the Rating Scale to Identify Residence Hall Environmental Conditions were analyzed using a one-way analysis of variance design. The F test was applied and the .05 level of confidence was used to reject the null hypotheses. In assessing the differences between professionally and paraprofessionally led groups, a t-test was used in the analysis of the data.

Findings: (1) No significant differences were found to exist between the perceptions of self and others between treatments and controls. (2) No significant differences were found between the members of the Listening Group Program led by paraprofessionals and controls on their scores on the Rating Scale to Identify Residence Hall Environmental Conditions. (3) There was a significant difference between members of groups in the Listening Group Program led by professionals and controls on the Rating Scale to Identify Residence Hall Environmental Conditions. (4) Subjective data gathered at the conclusion of the Listening Group Program yielded an overwhelming majority of positive responses. (5) All of the paraprofessional group leaders involved in the Listening Group Program felt that it was a very positive experience and most of them continued meeting with their groups after the regular treatment had terminated. (6) There were no significant differences between subjects led by professionals and paraprofessionals in the areas of the perceptions of self and others. (7) Groups led by paraprofessionals were significantly more positive in their perceptions of their residence hall environmental conditions than those led by professionals.

Conclusions: (1) Paraprofessionals can be used as effectively as professionals as leaders in the Listening Group Program. (2) The Listening Group Program was well received and considered a very positive experience by freshmen students living in residence halls at UW-W. (3) Paraprofessionals enthusiastically take part in and feel very positive about the Listening Group Program. (4) There were no differential effects on self concept and concept of others on subjects involved in the Listening Group Program, subjects who took part in a small group experience, and controls.

Order No. 73-10,860, 111 pages.

A COMPARATIVE STUDY OF THE EMERGENCE OF TWO STUDENT-PEER COUNSELING OFFICES

Louis Conley RICE, Ph.D.
The University of Michigan, 1973

Co-Chairmen: Robert T. Blackburn, James A. Lewis

This study investigates an organized effort by a group of students to provide peer counseling in an academic setting. A case study was designed to investigate the emergence of two student counseling agencies which developed at approximately the same time: one in the College of Literature, Science, and the Arts and one in the School of Education at The University of Michigan.

Against a model adapted from Katz and Kahn propositions regarding the development of organizations as outlined in their text, The Social Psychology of Organizations, the two agencies are compared. The four stages of development proposed in the model include: 1) historical background, 2) environment prior to agency establishment, 3) formal establishment of the agencies, and 4) the period subsequent to establishment. Each successive phase of the emergence of the agencies had distinctive characteristics. The comparative analysis of the conditions of emergence and the stages identified in the model of organizational development comprise the major portion of the study.

The study reveals considerations for the development of student-peer counseling agencies: 1) the prevailing climate of the school or college and the nature of student-faculty relationships, 2) the quality of student leadership and commitment to the agency, 3) the extent of politicized endeavors to exercise power or influence in the school or college, and 4) the degree of autonomy allowed the student agency. The nurturing of such student groups requires attention to the sensitive balance between forms of control that will insure accountability and a design for the agency that promotes autonomy.

In conjunction with recent extensions of student involvement in the university community, formal student academic assistance programs are developing. The evidence from this investigation suggests that it is important to seek greater under-

standing about the conditions under which students can be encouraged to provide complementary academic counseling services. Order No. 73-24,666, 192 pages.

PEER TEACHING AS A FACILITATOR OF LEARNING: USING CONSERVATION OF SUBSTANCE AS A MEASURE

Howard Marshall RICHER, Ph.D.
University of California, Los Angeles, 1973

Chairman: Professor Frank M. Hewett

Numerous investigations and professional writings have suggested the efficacy of utilizing school age non-professionals as tutors of children with such learning problems as educational and/or emotional handicaps and mental retardation. Markedly older, more learned, students were used; infrequently as experiment only secondarily addressed itself to the finding that in the dyad teaching situation the tutor achieves greater gains than the tutored, both socially and educationally.

This study investigated the use of equivalent-age children as tutors. In order to examine the cognitive changes precipitated by the dyadal relationship of equivalent age tutors and students, a task is required which can be taught and which falls within the developmental capacities of those children investigated, therefore not overly dependent upon teaching skills. The Piagetian developmental concept of conservation of substance is such a unique tool; furthermore, there is a large body of well criticized research delineating methods by which to investigate conservation of substance.

Subjects were chosen from first and second grade males at University Elementary School, University of California at Los Angeles, and Gonsalves Elementary School, Cerritos, California. All first and second grade males were administered a pretest and all those in a transitional stage of development between non-conservation and conservation of substance were selected for inclusion in the study. One-third of these transitional subjects were assigned to a control group; the remaining two-thirds were exposed to two ten-minute training sessions where subjects were paired off according to similar scoring on the pretest and one of the pair was randomly appointed to the role of teacher. A week later on a posttest, highly correlated to the pretest ($r = .7$), was administered.

Hypothesis I predicted that the equivalent-age tutor group would show a greater number of conservers on the posttest than the student group. Such was the case.

Hypothesis II predicted that both the teacher group and student group would show greater gains than the control group. This was upheld by the teacher group both by the number reaching full conservation as well as intra-test improvement. The student group did not show significant improvement as compared to the controls, thereby rejecting that section of the hypothesis.

Conclusions

A child, when placed in the role of teacher to an equivalent age peer and given the task to teach conservation of substance, will learn more than the child placed in the student role.

Furthermore, conservation of substance can be accelerated; however, whether conservation is learned or not may relate to the variable of role assignment.

This study demonstrated a method for fostering cognition via individualization of instruction within the classroom by employing teaching dyads. Order No. 73-18,646, 86 pages.

IDENTITY FORMATION AND EFFECTS OF VOLUNTEER WORK EXPERIENCES IN COMMUNITY COLLEGE STUDENTS: AN EXPLORATORY STUDY WITH IMPLICATIONS FOR COUNSELING AND EDUCATION

Elmer Roland RITZMAN, Ed.D.
Rutgers University The State University of New Jersey, 1972

The purpose of the present study was to examine the relationship between volunteer work experience and the phenomenon of identity formation as defined and delineated by Erik Erikson. Specifically the study was designed to examine (1) whether correlative indicators of identity formation as set forth by Erikson and as operationalized by several researchers (Byrd, R. C., Rasmussen, J., and Simmons, D.) can be shown to systematically demonstrate changes in college students before and after their participation in volunteer work experiences and (2) whether college students who participate in volunteer work report resultant behavior which can be directly and inferentially related to successful identity development. Basically it is hypothesized in this study that a planned volunteer work experience related to the college student's selected program of study and tentative vocational goal will alleviate identity confusion, enhance the self-esteem, and facilitate the resolution of the identity crisis and the achievement of identity.

Subjects for the study consisted of 30 freshmen and sophomores (education majors) at Montgomery County Community College, Blue Bell, Pennsylvania, who participated as volunteer teacher-aides four hours a week for one semester. Two control groups, prospective-volunteers and non-volunteers, were matched with the experimental group on selected variables.

All three groups were administered operational measures of identity confusion, identity crisis resolution, self-esteem, and identity achievement prior to the commencement of the volunteer work experience and again at its conclusion. Two self-report forms, less structured disguised instruments, designed to elicit data regarding the value of volunteer work in terms of growth in "occupational identity" and "workmanship" and to illuminate the statistical findings from the operational measures, were administered to the volunteers at the conclusion of the volunteer teacher-aide experience.

While the relationships which had been hypothesized with respect to the various operational measures of "identity" used in the study were not always in the predicted direction, there were no statistically significant differences on pre- and posttest total mean scores for any of the groups. However, the statistically significant difference--in the negative direction--of pre- and posttest scores for male volunteers on a sub-test believed to be critical in this study (ICI--IV: Apprenticeship vs. Work Paralysis) suggested the phenomenon of response bias. The general tendency for posttest scores on the operational measures, especially the ICI (Identity Confusion Inventory), to be pulled more in a negative direction for both male and female volunteers than for control groups provided some additional support for the possibility that response bias was a factor operating to influence test scores.

Jane Loevinger's theory of test response suggests that "negative" posttest scores on structured personality inventories may be signs of ego development and growth. Ego development facilitates the cognitive ability to self-conceptualize, which in turn tends to promote less conventional, stereotypic and more honest, self-critical responses on structured personality tests.

Thus, while the basic hypotheses of the study were not confirmed through a statistical analysis of the data obtained from the operational measures of identity, the unexpected "negative findings" of this study suggest that the volunteers, especially the males, may have experienced significant growth in ego (identity) development. The positive results of the data obtained from the two self-report forms, which indicated growth in identity development for the volunteers, also lent support to the basic hypothesis of the study.

It was tentatively concluded that the college counselor could

effectively and efficiently utilize volunteer work experience as a vehicle for identity development and achievement in college youth and as a framework for the facilitation of counseling.

Order No. 73-6442, 137 pages.

SCHOOL ATTITUDE AND SELF CONCEPT CHANGES AFFECTED BY UTILIZING HIGH SCHOOL STUDENTS IN A COUNSELING-TYPE RELATIONSHIP WITH POTENTIAL DROPOUTS IN THE ELEMENTARY SCHOOL

Ada Lorean ROBERTS, Ph.D.
Purdue University, 1972

Major Professor: Bruce E. Shertzer

The purpose of this study was to investigate whether student-to-student counseling in the elementary school with potential school dropouts resulted in changes in self concept and attitudes toward school. The "student counselors" were high school seniors who were enrolled in an exploratory teaching course. Subjects for the research were fifth grade students who had been identified as potential school dropouts on the following criteria: level of achievement, reading level, at least one retention, failing grades in the language arts or mathematics, sex, number of absences, age, employment of parents, and teacher nomination. Of 145 fifth graders in two public elementary schools, 37 were identified as potential dropouts. These 37 were assigned to one of three treatment groups: Group I (n=11), student counselors; Group II (n=14), school counselor; and Group III (n=11), control. Group counseling sessions were held for 30 minutes three times a week for 12 weeks. A two week training period for the student counselors preceded the treatment period. Student counselors were trained in fundamental counseling procedures and techniques, and time was given to the discussion of elementary school children's needs and behaviors.

All fifth grade students were administered the Piers-Harris Self Concept Scale and the Student Opinion Poll (Revised) prior to the treatment period. All potential dropout groups were reassessed at the end of the treatment period and twelve weeks later. Sociometric data were collected at the pre- and posttest periods.

Statistical treatment included analysis of variance, analysis of covariance, and t-tests. The results of the research indicate significant differences between non-potential school dropouts and potential school dropouts in this sample in attitude toward school, but not in self concept. While in one highly heterogeneous school, differences were significant between the two groups on both measures (self concept and school attitude), in the second, more homogeneous school such differences were not found. This confounding of self concept and school differences renders the results inconclusive.

No significant positive change in self concept or attitude toward school resulted from either the student counselor group treatment or the school counselor group treatment as compared to the control group. Gains in attitude toward school among potential school dropouts who met in groups with the school counselor approached significance, however. Again, the results must be reviewed with caution because of the confounding of school and treatment differences.

The findings indicate a positive relationship exists between self concept and achievement level, while attitude toward school and achievement level appear to be independent of each other.

Recommendations include (1) that the study be replicated in one school, or if in more than one school, that school be treated as a variable, (2) that both treatments be given in all participating schools for both non-potential dropouts and potential dropouts, (3) that base rates for dropouts be established for the participating schools, (4) that screening procedures for student counselors be followed carefully, and (5) that the training period for the student counselors be more personalized rather than instructional. It was also recommended that student counselors be given closer supervision and support during the course of the treatment, and that school staff be better informed about the purposes of the program and the role of the student counselors in the group counseling sessions.

Order No. 73-15,857, 99 pages.

FRESHMAN STUDENT SATISFACTION WITH THEIR ACADEMIC ADVISORS

John Joseph ROMANO, Ph.D.
The Pennsylvania State University, 1972

The study concerned an investigation of freshman student satisfaction with four types of academic advisors. The advisor types included: faculty, professional, graduate, and undergraduate students. Additionally, the relationship between freshman student satisfaction with academic advising and student subculture membership (Clark-Trow Typology) was also investigated.

Data analysis indicated that the graduate student academic advisor was perceived to be the most successful advisor type of the four investigated. The professional advisor, the undergraduate advisor, and the faculty advisor followed in descending order. Of the four Clark-Trow Subcultures, subjects in the nonconformist classification expressed the lowest satisfaction with academic advising. Subjects classified academic, vocational, and collegiate in the Clark-Trow scheme all expressed approximately equal levels of satisfaction with academic advising.

The study suggested that professional and graduate student advisors may be considered as effective complements to the more traditional faculty advisor program.

Order No. 73-7477, 151 pages.

A STUDY OF CHANGES IN ATTITUDES, VALUES, AND SELF CONCEPTS OF SENIOR HIGH YOUTH WHILE WORKING AS FULL-TIME VOLUNTEERS WITH INSTITUTIONALIZED MENTALLY RETARDED PEOPLE

Wilfred Gus SAGER, Ed.D.
University of South Dakota, 1973

Supervisor: Professor Wellborn R. Hudson, III

Purpose of the Study

Do the attitudes, values, and self concepts of senior high youth change as a result of exposure to a unique model of experiential education, namely, working as full-time volunteers with institutionalized mentally retarded people? Answering that question was the purpose of this exploratory study.

Procedures of the Study

The subjects were 17 young women and 5 young men of the Youth Service Corps (an inter-denominational volunteer service organization of The American Lutheran Church) spending nine weeks during the summer of 1972 working at Fairbault State Hospital, Fairbault, Minnesota, and Woodward State Hospital-School, Woodward, Iowa. Their experience was a 40 hour work week with the retarded, serving as assistant ward attendants, doing therapy on a one-to-one basis for an hour daily, and facilitating program specialties plus a 60 hour weekly community experience of living together as Corpsmen. A battery of seven personality inventories totalling 34 subscales and administered as a pre- and posttest provided the scores analyzed by a t-test and the Pearson r. The .05 confidence level was utilized for all statistical analyses.

Findings of the Study

1. In the Tennessee Self Concept Scale, sub-scales of self-esteem, self-satisfaction, and social self were statistically significant. Self-criticism, identity, behavior, physical self, moral-ethical self, personal self, and family self were not.

2. In the Study of Values scale, the sub-scales of theoretical, economic, aesthetic, social, political, and religious man were non-significant.

3. In the Rokeach Dogmatism Scale (Form E), the sub-scales of isolation, specific content of primitive beliefs, formal content of intermediate beliefs, time perspective, and total score were non-significant.

4. In Berger's Acceptance of Self and Others Scale, the sub-scales of acceptance of self, of others, and total score were non-significant.

5. In the Multiple Affect Adjective Check List, sub-scales of anxiety, depression, hostility, and total score were non-significant.

6. In the Purpose in Life Test, the scale with a total score was non-significant.

7. In the Youth Service Corps Semantic Differential, sub-scales of myself as a Corpsman, my fellow Corpsmen, the mentally retarded, and total score were statistically significant. The institution and its staff sub-scale was not.

In contrast, 30 out of 34 sub-scales were statistically significant in their correlation coefficients (r). Four (aesthetic man, isolation, formal content of intermediate beliefs, and myself as a Corpsman) were not.

Conclusions and Observations of the Study

1. Youth's perceptions of themselves do change. After such an intense summer's experience, youth's self-esteem increases; they like themselves more, feel more valuable and worthwhile, and have greater self-confidence. Also, they feel more self-satisfied and self-accepting.

2. In relation to others, youth function more positively in their socialization, feeling more adequate and worthwhile in their human interaction, especially with their peers such as the Corpsmen and with the mentally retarded.

Youth's self concept can be significantly changed; their single most basic need "identity" can be increased.

3. Some further informal, non-quantified observations from countless hours of interviews and conversations with Corpsmen allow these hypotheses for the future: (a) an institution for the mentally retarded is an ideal "learning laboratory" for youth; (b) teens can be dynamic and potent volunteer workers; (c) senior high youth and institutionalized mentally retarded people are having mutually beneficial relationships; (d) "real life" experiences may be the new laboratory for personality changes; and (e) retarded people being both a minority and displaced respond to teens who give of themselves and jointly they "live love" and "love life."

Order No. 74-4084, 239 pages.

THE RELATIONSHIP OF PERSONAL CHARACTERISTICS OF TUTORS TO THE READING ACHIEVEMENT AND SELF-CONCEPT OF TUTEES

SHIVERS, Annelle, Ph.D.
Mississippi State University, 1973

Director: Dr. J. M. Woolington

The purpose of this study was to determine whether reading achievement and self-concept of upper elementary students in a tutorial reading program are functions of tutor attitude and tutor facilitation. Previous studies had indicated that the attitude or the facilitative level of the teacher is positively related to either the achievement or self-concept of students. It was posited that a positive relationship between the variables would point to the inclusion of training in facilitative methods as a part of teacher education.

The tutee population for this study was a group of 39 upper elementary students, all two or more years below grade level in reading achievement. All tutees met the criterion of a measured level of intelligence (IQ) of 70 or above. The tutor population for this study was one class of elementary education students enrolled in EDE 3433, Fundamentals of Reading, at Mississippi State University during the fall semester, 1972.

Prior to the beginning of the tutoring sessions, the tutor population was administered an attitude inventory and an index of facilitative interpersonal communication. The tutors were then randomly assigned to one of two groups, one of which received training in facilitative communication. The tutoring program was conducted over an eight-week period. Each tutee was tutored two hours per week. Tutees were administered both pre- and posttests to determine reading achievement and self-concept levels.

Instruments used with the tutee group were the Slosson Intelligence Test, the Pupil Behavior Inventory, and the Gates-MacGinitie Reading Test, Survey D, Forms 1 and 2. The instruments administered to the tutor group were the Minnesota Teacher Attitude Inventory (MTAI) and the Exercise in Communication. An unpublished programmed text, Helpful Communications in Interpersonal Relations, was used as a training instrument for the tutor group.

To investigate the relationships between tutor attitude and facilitative level and tutee achievement and self-concept, the following questions were asked:

1. How adequately does a combination of the attitude of the tutor and the facilitative level of the tutor predict tutee achievement and self-concept?

2. How well does the facilitative level of the tutor predict the achievement and self-concept of the tutee?

3. How well does the attitude of the tutor predict the achievement and self-concept of the tutee?

The data were analyzed by a canonical correlation. The .05 level of significance was used to affirm or to negate the questions.

The canonical analysis resulted in canonical roots of .25 and .16, which yielded chi square values of 9.72 ($df = 8$) and 5.90 ($df = 6$). Neither chi square value is significant at the .05 level; therefore, the first hypothetical question could not be answered affirmatively. Because analysis to determine the significance of the variate pairs is carried out only when the two sets of variables are significantly related, no further analyses were undertaken.

These results are inconsistent with those of Aspy (1967) and Aspy and Hadlock (1967), who demonstrated a positive relationship between the teacher's facilitative level and the student's academic achievement. The results also fail to support those of Felsenthal (1969) who reported that reading achievement is directly related to teacher attitude.

On the basis of the results of this study, no affirmative statement can be made regarding the relationship between tutor attitude and facilitative level and tutee achievement and self-concept.

Recommendations were made regarding future studies:

1. Allowing a longer period of time between the pre- and posttests of tutees could increase the opportunity to secure significant pupil changes.

2. The number of hours per week of tutoring could be increased.

3. Increasing the number in the sample population could contribute to a higher correlation among the variables considered.

4. Attempts should be made to eliminate any possibility of the Hawthorne effect.

5. Tutor training sessions in facilitation should approximate the actual tutoring experience as nearly as possible to insure transfer of training.

6. A more reliable instrument for measuring achievement should be considered.

7. The selection of a tutee population with a wider range of achievement levels should be considered to eliminate loss

of correlation due to restriction of range.

Order No. 74-13,166, 50 pages.

PEER TUTORING AND READING ACHIEVEMENT OF SEVENTH AND EIGHTH GRADE STUDENTS

Aaron Carl STANDER, JR., Ph.D.
The University of Michigan, 1972

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Chairman: Floyd L. Bergman

The purpose of this study was to develop and test the effectiveness of a student-to-student tutoring program in remedial reading. The tutors and tutees in this program were seventh and eighth grade remedial reading students.

The major question investigated was to find out if seventh or eighth grade remedial students acting as tutors or being tutored can make gains in reading achievement as great as or significantly greater than students receiving regular remedial reading instruction. The experimental findings of this study dealing with reading achievement were based on an analysis of pre- and post-test scores of experimental and control groups.

The students were pre- and post-tested using the vocabulary and comprehension sections of the Gates-MacGinite Reading Test. They were also pre- and post-tested on the reading section of the Wide Range Achievement Test.

The students who received the experimental treatment of being tutored by other remedial reading students had significant score gains on the reading tests when compared with remedial students who received the regular remedial program from reading teachers. The students who acted as tutors had gains in reading achievement that, although not significant, were greater than the control students who received their reading instruction from regular reading teachers.

Order No. 73-11,266, 115 pages.

THE DEVELOPMENT AND EFFECTS OF A MODEL FOR TRAINING PEER-GROUP COUNSELORS IN A MULTI-ETHNIC JUNIOR HIGH SCHOOL

Marion Baum SUSSMAN, Ph.D.
University of Miami, 1973

Supervisor: Herbert M. Dandes

Purpose of the Study

The purpose of this study was to develop and analyze the effects of a peer-group counselor training model.

Instruments Employed

The instruments employed were the Sixteen Personality Factor Questionnaire (16PF) and the Dogmatism Scale as measures of personality characteristics. The Carkhuff Scales for Assessment of Interpersonal Functioning as a measure of degree of empathy, warmth and genuineness, and the Counselor Evaluation Inventory (CEI) as an assessment of client-perceived peer-group counselor effectiveness.

Procedures

In a desegregated junior high school in the inner-city black ghetto area of Dade County, Florida, a peer-group counselor training program was developed. The subjects were students selected by stratified random sampling, on the basis of sex and ethnic group, from those who had volunteered to participate in the program. Before training, the volunteers and a randomly selected group of non-volunteers from the same student population were administered the 16PF and the Dogmatism Scale. Stratified random samples of 25 volunteers in both the experimental and control groups were assigned the pre-training tape-recorded task of counseling a "stooge" client for fifteen minutes. The experimental group was given a prescribed peer-group counseling training program for eight weeks, two hours one day a week. A post-training tape-recorded task of counseling a "stooge" client was again assigned to the experimental and control groups. When the peer-group counselors actually began counseling for two weeks clients were asked to complete the Counselor Evaluation Inventory after their initial counseling interview.

Analysis of the data was performed as follows:

Volunteers for peer-group counseling were compared with non-volunteers on selected personality variables by discriminant function analysis.

The effectiveness of the training program was investigated by employing pre-post measures on trained and non-trained volunteers. Analysis of covariance was computed to find mean differences on the Carkhuff Scales of empathy, warmth and genuineness.

Successful and unsuccessful trainees were identified by comparing scores on post-training facilitative skills. A score of 3.0 on all three scales defined the successful trainee. The relationship of the facilitative skills to pre-training measures of personality variables was observed by discriminant function analysis.

Initially-facilitative trainees were compared with initially non-facilitative trainees on pre-training measures of selected personality variables by discriminant function analysis.

The effectiveness of all trainees as peer-group counselors was tested by clients' evaluation of initial counseling sessions. Analysis of variance was computed on CEI for successful and unsuccessful trainees.

Results

Volunteers could be distinguished from non-volunteers by the 16PF and Dogmatism Scale. Eight of the variables analyzed contributed significantly to the differentiation.

The experimental group was significantly more facilitative than the control group on all three facilitative skills after training.

There were no significant differences between the successful and unsuccessful trainees on the 17 variables analyzed, but trends were observable.

There were no significant differences between the initially-facilitative and initially non-facilitative groups on the nine selected variables tested.

There was no significant difference in means between successful and unsuccessful trainees on the CEI.

Conclusions

Students who volunteer to be helping persons compared to non-volunteers are more insecure, hard to fool, participating, group-dependent, uninhibited, intelligent, forthright, open-minded.

As a result of participation in a prescribed training program, students can learn to become more facilitative.

The types of volunteers who become the most facilitative peer-group counselors after training tend to be those who follow their own urges, are uninhibited and emotionally stable.

Self-referred student-clients find satisfactory counseling experiences with peer-group counselors whether or not the counselors are assessed as facilitative.

Trainees who are initially facilitative cannot be distinguished from those who are initially non-facilitative by pre-training measures of personality traits.

Order No. 73-16,847, 220 pages.

ANALYSIS OF THE RELATIONSHIP BETWEEN RESIDENCE HALL COUNSELOR EFFECTIVENESS AND CERTAIN PERSONALITY CHARACTERISTICS. [Pages 87-110, previously copyrighted material not microfilmed at request of author. Available for consultation at University of Pittsburgh Library]

Ronald Walker THOMAS, Ph.D.
University of Pittsburgh, 1973

The purpose of this study was to determine if certain personality traits, as identified by selected personality instruments, were significantly correlated with residence hall counselor effectiveness as rated by students. As a correlate the study was designed to explore the potential of the selected instruments to predict counselor effectiveness and thereby be useful as part of a selection process.

The personality instruments utilized for this study were all scales but masculinity (M) of the Guilford-Zimmerman Temperament Survey (G-ZTS), the two major scales, time-competent (TC) and inner-directed (I) of the Personal Orientation Inventory (POI) and all eleven scales of the Eleven Motivational Factors (11MF). Counselor effectiveness was determined by scores on the Resident Advisor Evaluation Form (RAEF).

Subjects for this study included all employed male and female counselors (143) and all students in residence (4,760) at Indiana University of Pennsylvania. During the fall term, 1972-73 the personality tests were administered to the counselor population. Two weeks prior to the end of the same term, the RAEF was distributed to 4,760 resident students with 3,362 (71%) of the RAEF's being returned and utilized for the research.

The statistical analysis utilized to determine the relationship between the predictor instruments and the criterion was the step-wise multiple regression procedure. Because the 11MF was a motivational scale developed from the G-ZTS by Psychological Service of Pittsburgh (PSP) several of its scales had high intercorrelations with the G-ZTS. Therefore, to avoid score contamination two separate programs were studied. Program one included the G-ZTS, POI and RAEF while program two consisted of the 11MF, POI and RAEF. Data included in both programs were raw scores on the predictor instruments and mean scores on the criterion.

Although modest, a significant relationship between several of the predictor scales and the criterion was discovered. In program one (G-ZTS, POI, RAEF) G-ZTS scales sociability (S) and restraint (R) produced simple correlations of .29 and -.24 respectively and a multiple R of .35. In program two, (11MF, POI, RAEF) 11MF scales sociability (C_4) and confidence (B_4) produced simple correlations of .35 and -.08 and a multiple R of .40.

For this study the RAEF produced a mean of 30.88 and standard deviation of 5.25 as compared to a mean and standard deviation of 30.86 and 3.32 reported by the author of the RAEF, James Duncan. As for the predictor scales, mean scores were significantly higher ($p < .05$) than means reported in the test manuals on seven of nine G-ZTS, both of the POI and two of the 11MF scales. These findings suggest that the counselors, as a group, were homogeneous thereby partially explaining the modest multiple correlations obtained. In addition, supervision interviewing techniques utilized in the selection process of those counselors used in this study were somewhat effective in isolating particular personality traits but were not necessarily effective in isolating motivation.

Although the findings of this study were modest, the results show promise and therefore warrant further analogous research. However, it is hypothesized that higher intercorrelations between predictors and criteria will be difficult to establish until such time as more precise job descriptions for residence hall counselors are developed and until the typical counselor role conflict (disciplinarian-counselor) is alleviated. Also, whenever possible, standardized counselor rating instruments should be utilized so that more legitimate interinstitutional generalizations can be made.

Order No. 73-29,373, 121 pages.

AN EXAMINATION OF THE EFFECTS OF COLLEGE STUDENT PARTICIPATION IN VOLUNTEER SERVICE ACTIVITIES ON SELECTED ATTITUDES AND ACTIVITIES

Edgar Jackson TOWNSEND, Ed.D.
The American University, 1972

Statement of the Problem

The purpose of this study was to examine how participation in volunteer service activities affects selected organizational political, and interpersonal attitudes and activities of college students. More specifically, the study sought to (1) identify the activities and attitudes of the sample groups prior to the involvement of volunteers in volunteer service activities, (2) determine the changes which occurred in the activities and attitudes of the sample groups following the involvement of volunteers in volunteer service activities, and (3) compare these changes to determine if involvement in volunteer service activities had a differential effect on the activities and attitudes of volunteers.

Procedures

The sample groups were drawn from the University of Delaware entering freshman class of 1971, and included (1) fifty-three students who participated in volunteer service activities during their freshman year, (2) eighty-one interested non-volunteers randomly selected from three-hundred and eleven students who indicated an intention to participate in volunteer service activities and did not actually participate, and (3) eighty non-volunteers randomly selected from the remaining two-thousand, four-hundred, and sixty students in the freshman class who neither volunteered nor indicated an interest in doing so. The three sample groups were tested with the Student Attitude and Activity Questionnaire, designed for use in this study, in October, 1971, and retested in late March and April, 1972. Additional information was elicited from the American Council on Education Student Information Form.

The analyses of the data included scale score and item comparisons within and among the sample groups utilizing the following statistical techniques: the Kuder-Richardson Formula 20, coefficient alpha, chi-square, analysis of variance, and correlated t-tests.

Major Findings of the Study

There were significant differences among the sample groups prior to the involvement of volunteers in volunteer service activities. Volunteers were significantly more involved in organizational activities and felt greater civic concern than both non-volunteer groups, and were significantly more likely than the non-volunteers to place faith in the ability of organizations to achieve their organizational objectives. There were fewer differences between the volunteers and interested non-volunteers. These groups were similar in their attitudes about organizations, but the interested non-volunteers were less active participants in organizations than the volunteers. There were no significant differences among the sample groups on the remaining scales, although the volunteers were more involved in selected activities and held more positive organizational and political attitudes than both non-volunteer groups.

The three sample groups changed significantly on numerous scales by the end of their freshman year. Four major conclusions were drawn from examining the changes within each group. First, all sample groups reduced their overall organizational, political, and interpersonal activities, while increasing their participation in selected activities and gaining greater satisfaction from their efforts. Second, volunteers, and to some extent interested non-volunteers, reduced their interest and concern with organizational and civic activities, while the non-volunteers increased their interest and concern. Third, the sample groups shared a decreasing sense of political efficacy, and an increasing level of alienation from the electoral process.

Fourth and last, the sample groups shared a declining sense of personal competence.

Few significant differences were revealed among the sample groups when the within group changes were compared to determine the differential effects of the volunteer service activities. Two major conclusions were drawn from these data. First, the involvement of volunteers in volunteer service activities led to a greater level of concern and disillusionment with the ability of organizations to affect change and achieve both organizational and personal objectives. Secondly, these attitudes were not evidenced in the political actions of volunteers, as they were more willing to take action on political issues which concerned them than were the non-volunteer groups.

This study revealed a limited differential effect resulting from the volunteer service activities of college students. More importantly, the study did reveal similar changes shared by the sample groups. These changes were largely in a negative direction: and demonstrated that the freshman in all sample groups reduced their participation in most activities, and suffered declining levels of political and personal efficacy by the conclusion of their freshman year.

Order No. 73-16,623, 272 pages.

THE EFFECTS OF TWO MODELS OF COUNSELING—PEER AND PROFESSIONAL—ON THE LEVELS OF SELF-DISCLOSURE AND TRUST OF BLACK COLLEGE STUDENTS

Bertha Mae WILLIAMS, Ph.D.
Arizona State University, 1973

Chairman: Dr. Robert A. Heimann

This study investigated two models of counseling experience to determine which best facilitates self-disclosure and trust among black college students. The experimental treatment consisted of the professional and peer counselor models to elicit self-disclosing and trusting responses from the subjects.

The professional model consisted of nine white males employed as counselors at the University Counseling Service, Arizona State University, six of whom were experienced counselors at the doctoral level. The remaining three were interns working on Ph.D. degrees in counseling psychology. The peer model involved nine persons (four female and five male). They were third and fourth year black students attending Arizona State University. The selection was made from a group of 14. The peer counselors received ten hours of training which was discussed in this study.

The population of the study consisted of 34 first and second year black students, who took the Jourard Self-Disclosure Questionnaire (JSDQ) and the Rotter Interpersonal Trust Scale (ITS). All students lived on campus and attended ASU. The data-producing sample involved 12 females and 6 males. Based on age, classification, and scores of the pretest (JSDQ) of the total population available for the experiment, the subjects were organized into carefully matched pairs and assigned at random to the professional or peer counseling group. The professional group consisted of seven females and two males, while the peer group involved five females and four male subjects.

Both treatment group members met with a professional or peer counselor for five individual 60-minute sessions, spread over a three week period. The instructions given to the subject of both groups were that they could talk about anything they wanted to during the five 60-minute sessions. The counselors were not advised of the nature of the study, but were informed of the time required and the requirement of two audio-taped sessions.

The data collected for this study derived from three instruments: the Self-Disclosure Questionnaire (JSDQ), the Self-Disclosure Rating Scale (SDRS), and the Interpersonal Trust Scale (ITS). Audio-tape recordings were made of the second and fifth sessions. Utilizing the SDRS, two raters were employed to listen to all of the tapes in their entirety. Two five-minute segments were selected from each tape and rated independently. The self-disclosure statements were scored in terms of four categories of intimate responses. The reliability of the raters was established.

The data were analyzed using a t test to compare mean differences between the two groups in terms of self-disclosure and trust scores. The results indicated no significant difference of measured self-disclosure and trust between the mean scores of the groups at the .05 level of significance.

Certain other analysis, not directly bearing on the proposed hypotheses, was made to determine whether there was a significant mean difference in gain scores of the group members as provided by the pre- and posttest data obtained from the JSDQ, ITS, and the SDRS. The posttesting results indicated that all members of both groups established levels of measured self-disclosure and trust significantly higher than at pretesting. This expected result was important to the findings. The findings were used to formulate implications and make recommendations for further research which were reported in this study.

Order No. 73-28,656, 117 pages.

THE EFFECTS OF A PEER TUTORIAL PROGRAM ON ACADEMIC ACHIEVEMENT AND SELF CONCEPT OF LOW ACHIEVING HIGH SCHOOL MATHEMATICS STUDENTS

Paul P. C. WU, Ph.D.
The Florida State University, 1973

Major Professor: Dr. Marian W. Black

The effects of a peer tutorial program on academic achievement and self concepts of low achieving high school mathematics students were examined in this study. The main purposes are as follows: (1) do students improve in self concept and academic achievement as a result of being tutored; (2) do high achieving students or low achieving students serve as better tutors; (3) do low achieving students improve in self concept and academic achievement by serving as tutors; and (4) do males or females serve as better tutors?

The subjects consisted of one hundred fifty students who were enrolled at James S. Rickards High School in Tallahassee, Florida. The tutees were ninth grade students enrolled in Basic Mathematics I classes. Seventy-five of these students were randomly selected to form (1) a group tutored by high achievers, (2) a group tutored by low achievers, and (3) a control group. The low achieving tutors were selected from students enrolled in Basic Mathematics II classes. Fifty of these students were randomly selected for a tutor group and a tutor control group. High achieving tutors were selected by their classroom teachers from Algebra II and Geometry classes. The treatment was conducted for eight weeks.

Training for the tutors was conducted over seven sessions not including an orientation session. In addition to the training sessions the tutors met for inservice instructions once a week.

The study employed a pre test-post test control group design. For the pre and post tests in academic achievement, the mathematics computation section of the Comprehensive Tests of Basic Skills, Level 3, was used. Form R, of the CTBS was used for the pretest and Form Q was used for the post test. A modified version of the Sears' Self Concept Inventory was used for both the pre and post tests.

The data were analyzed by the statistical consulting office and computer center at the Florida State University. An analysis of variance was used to determine significant differences between the three tutee groups. When differences occurred, Duncan's Range Test was used to locate the differences. To compare low achieving tutors and the control group a two sample t-test was used and in comparing the pre to post tests results a paired data t-test was used.

A one way analysis of variance revealed no statistically significant differences in self concept or academic achieve-

ment among tutees with high achieving tutors, tutees with low achieving tutors and the control group. This same procedure indicated no statistically significant differences in academic achievement or self concept between tutees with high achieving tutors and tutees with low achieving tutors. A t-test indicated statistically significant differences in academic achievement but not in self concept between low achieving tutors and the control group. Finally a t-test revealed statistically significant differences in academic achievement between tutees with male tutors and tutees with female tutors.

The major findings of the study were: (1) low achieving tutors did significantly better in academic achievement than the tutor control group, and (2) tutees with female tutors did significantly better than the tutees with male tutors.

Order No. 74-6607, 100 pages.

TWO RESIDENCE HALL STAFFING APPROACHES TO THE DEVELOPMENT OF MATURITY IN MALE FRESHMEN

Kenneth Edward ZIRKLE, D.Ed.
The Pennsylvania State University, 1973

Purpose

The purpose of this investigation was to ascertain for male freshman students living in residence hall units in which the resident assistants were either counseling-oriented (treatment A), or administratively-oriented (treatment B), or in units in which there were no resident assistants (treatment C) the relationship between resident assistant job behavior and (1) student maturity, (2) student grade point average, and (3) selected student behaviors.

Procedure

During September, 1972, approximately one-half of all freshman males living in residence units comprised of at least 40 percent freshmen were asked to participate in a study dealing with maturity. Maturity was assessed by utilizing Heath's Perceived Self-Questionnaire which yields a total maturity score and the following subscores: (1) stability, (2) integration, (3) allocentricism, (4) autonomy, and (5) symbolization. During the ninth week of the Fall Term, treatment units A and B were determined by compilation and analysis of the data used in discriminating between counseling-oriented and administratively-oriented resident assistants, whereas treatment C units were those randomly selected from among those units with no resident assistants. During the tenth week of the Fall Term, all freshmen from the three treatment units were asked to complete Heath's Perceived Self-Questionnaire. The final sample resulted in sixteen treatment units comprised of 229 participating freshmen. There were six treatment A units (N = 81), five treatment B units (N = 75), and five treatment C units (N = 73).

A unique method of discriminating between high counseling-oriented and high administratively-oriented resident assistants was developed for use in this study. Each resident assistant was assigned scores, ranging from 1 to 5, based on his achievement on the following measuring instruments: (1) the Scales for the Measurement of Interpersonal Relationship Skills, (2) Supervisor's Rating, (3) Form D of the Rokeach Dogmatism Scale, (4) Form 40 of the California F Scale, and (5) the Hodinko Student Opinionnaire. The average of these composite scores resulted in a total score for each participant. Those with composite averages of 2.0 or less were labeled as counseling-oriented whereas those with scores of 4.0 or more were labeled as administratively-oriented.

Conclusions

Results of this study indicate that there are significant relationships between resident assistant job behavior and the development of maturity among freshman males. Students from the counseling-oriented units had maturity scores significantly higher (.001) than did those from the units with administratively-oriented resident assistants or those from units with no resident assistants. In addition, analysis yielded a significant difference of .05 between treatment and no treatment with students from treatment A and B units achieving higher maturity scores than those from treatment C units. Significant differences (.05) were also found in the relationship between the type of resident assistant job behavior and change in each of the five developmental dimensions that make up maturity. Students from treatment A units had significantly higher scores for each dimension than did those students from either treatment B or C units.

Those freshmen whose resident assistants were counseling-oriented had significantly (.05) higher grade point averages than did those from units with administratively-oriented resident assistants or those from units with no resident assistants.

The students in the counseling-oriented units as compared with those in the administratively-oriented units or those in the units without resident assistants differed in that they (1) had more contacts with the resident assistant concerning theft prevention, personal concerns, and informal matters, (2) had lower assessments for physical damage to the unit, (3) made more room changes within the unit and fewer requests to move out of the unit, (4) had considerably more unit activities, and (5) felt they knew their resident assistant better, saw him more as a counselor and friend, and preferred to have him as their resident assistant again.

Order No. 74-4309, 148 pages.